

Sumter District Schools

Wildwood Middle/ High School



2021-22 Schoolwide Improvement Plan

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Wildwood Middle/ High School

700 HUEY ST, Wildwood, FL 34785

www.sumter.k12.fl.us/schools/whs

Demographics

Principal: Rodney Rocker

Start Date for this Principal: 8/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (51%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Sumter County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Wildwood Middle/ High School

700 HUEY ST, Wildwood, FL 34785

www.sumter.k12.fl.us/schools/whs

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Wildwood Middle High School will provide a positive educational environment that promotes maximum learning opportunities through academic training and life experiences cultivated by the efforts of students, parents, faculty, and business partners.

Provide the school's vision statement.

Developing and preparing well rounded, confident and responsible individuals for college, career, and life success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hisey, Allan	Principal	
Crosby, Laticia	Assistant Principal	
Wulff, James	Assistant Principal	
Ragar, Dee	Instructional Coach	
Harrison, Ryan	Administrative Support	
Lipham, Chelsea	Administrative Support	
Keeler, Emily	Teacher, K-12	
Ellis, Dora	Teacher, K-12	
Ondriezek, Kylie	Teacher, K-12	
Cook, Micah	Assistant Principal	

Demographic Information

Principal start date

Thursday 8/19/2021, Rodney Rocker

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

768

Identify the number of instructional staff who left the school during the 2020-21 school year.

14

Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	141	105	130	135	109	82	105	807	
Attendance below 90 percent	0	0	0	0	0	0	25	20	23	39	28	22	29	186	
One or more suspensions	0	0	0	0	0	0	3	23	34	34	21	12	21	148	
Course failure in ELA	0	0	0	0	0	0	2	2	0	3	1	0	0	8	
Course failure in Math	0	0	0	0	0	0	6	0	0	0	0	0	0	6	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	29	39	36	22	21	22	199	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	42	28	54	54	22	38	15	253	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	32	35	45	54	28	28	27	249	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	6	1	1	12	5	0	2	27	
Students retained two or more times	0	0	0	0	0	0	14	2	2	13	7	4	12	54	

Date this data was collected or last updated

Thursday 8/19/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	99	109	107	141	96	94	71	717	
Attendance below 90 percent	0	0	0	0	0	0	9	10	13	22	16	6	7	83	
One or more suspensions	0	0	0	0	0	0	14	3	35	37	26	31	24	170	
Course failure in ELA	0	0	0	0	0	0	6	5	22	47	22	23	5	130	
Course failure in Math	0	0	0	0	0	0	11	15	16	32	14	15	20	123	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	22	16	25	41	29	9	12	154	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	21	16	22	40	33	14	22	168	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	22	19	37	60	39	24	26	227	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	4	1	15	3	3	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	1	0	0	10

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	99	109	107	141	96	94	71	717	
Attendance below 90 percent	0	0	0	0	0	0	9	10	13	22	16	6	7	83	
One or more suspensions	0	0	0	0	0	0	14	3	35	37	26	31	24	170	
Course failure in ELA	0	0	0	0	0	0	6	5	22	47	22	23	5	130	
Course failure in Math	0	0	0	0	0	0	11	15	16	32	14	15	20	123	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	22	16	25	41	29	9	12	154	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	21	16	22	40	33	14	22	168	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	22	19	37	60	39	24	26	227	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	4	1	15	3	3	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	1	0	0	10

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	57%	56%	43%	59%	56%
ELA Learning Gains				53%	48%	51%	53%	56%	53%
ELA Lowest 25th Percentile				39%	37%	42%	51%	41%	44%
Math Achievement				43%	45%	51%	39%	44%	51%
Math Learning Gains				48%	46%	48%	54%	41%	48%
Math Lowest 25th Percentile				37%	50%	45%	50%	38%	45%
Science Achievement				36%	71%	68%	39%	70%	67%
Social Studies Achievement				70%	66%	73%	56%	77%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	48%	63%	-15%	54%	-6%
Cohort Comparison						
07	2021					
	2019	59%	61%	-2%	52%	7%
Cohort Comparison		-48%				
08	2021					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-59%				
09	2021					
	2019	45%	59%	-14%	55%	-10%
Cohort Comparison		-41%				
10	2021					
	2019	40%	62%	-22%	53%	-13%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	49%	68%	-19%	55%	-6%
Cohort Comparison						
07	2021					
	2019	41%	62%	-21%	54%	-13%
Cohort Comparison		-49%				
08	2021					
	2019	17%	47%	-30%	46%	-29%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	18%	53%	-35%	48%	-30%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	48%	69%	-21%	67%	-19%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	70%	-13%	71%	-14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	69%	6%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	63%	-14%	61%	-12%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	61%	-18%	57%	-14%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	24	24	15	18	13	26	38		88	14
ELL	25	38	10	28	38						
BLK	36	39	32	22	20	15	30	54	35	91	34
HSP	48	51	24	38	36	38	37	52	75	82	
MUL	52	62		33	33		30				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	50	51	41	35	27	31	63	70	58	85	52
FRL	36	43	35	25	23	20	38	53	45	91	38
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	34	23	18	27	18	18	54		73	
ELL	53	63		56	67						
BLK	44	48	33	35	40	29	26	71	63	94	22
HSP	48	59	36	43	43		29	63	55		
MUL	52	50		42	67						
WHT	59	57	47	51	54	48	46	70	39	73	43
FRL	46	53	40	38	44	39	32	63	40	83	28
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	39	40	22	36	39	32	33		55	
ELL	8	36	40		67						
BLK	35	51	56	30	50	51	29	44	65	87	10
HSP	40	54	60	43	55	58	26	65	50	70	
MUL	57	59		35	65						
WHT	51	55	41	47	55	41	53	65	81	81	48
FRL	40	52	51	36	52	51	37	52	69	86	20

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	12
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We experienced a significant drop in achievement rates in both Math and ELA in the 6th and 7th grade level. We did have a slight increase with our 8th grade Science and ELA scores.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

What were the contributing factors to this improvement? What new actions did your school take in this area?

What strategies will need to be implemented in order to accelerate learning?

The use of AVID strategies such as collaborative study groups, one pagers, and critical reading strategies will be expected throughout our campus with fidelity.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ongoing professional development will be provided in the use of AVID strategies throughout our campus and in every discipline.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:**#1. Instructional Practice specifically relating to Math**

Area of Focus Description and Rationale:	Based on the 2021 Algebra data, 41% of our students showed proficiency on the Algebra EOC. High non proficient Algebra I scores due to low skill set incoming to the course as well as the offering of the course at the middle school level for high skill set students.
Measurable Outcome:	To increase student proficiency on the 2022 Algebra assessment to at least 51% scoring a level 3 or higher.
Monitoring:	USA Math Test Prep and math assessments including semester exams will be used to monitor students' progress and the effectiveness of implementation. Also, administrators will review lesson plans and conduct walkthroughs throughout the year.
Person responsible for monitoring outcome:	Laticia Crosby (laticia.crosby@sumter.k12.fl.us)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Utilization of Math Nation in Algebra 1, Geometry, and Algebra II courses. 2. Math Enrichment Camps prior to FSA and EOC exams to review skills, provide remediation, and expand student thinking by helping them learn how to understand the different layers of math problems. 3. Utilization of the IXL program to reinforce math skills and assist with mastery of math standards. 4. Implementation of the Learning Focused Strategies with a focus on standard based lesson planning. 5. Facilitate learning opportunities during newly established PAWS Time. 6. Progress monitoring to discover student deficits and to target instruction to help identify student performance in specific skill areas.
Rationale for Evidence-based Strategy:	We will utilize these evidence-based strategies to align with state standards, challenge our students with complex tasks, and utilize data to modify instruction to meet the needs of all students

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the 2021 FSA ELA data, 37% of students in grade 10 scored a level 3 or higher. This indicates that 63% of students scored below proficiency. This is below the district and state averages. This impacts student performance across all content areas because the basis of learning content is embedded in reading comprehension ability.
Measurable Outcome:	To increase the proficiency of our 10th grade ELA students to 51% of our students scoring a 3 or better on the Spring FSA assessment.
Monitoring:	Administrators and curriculum specialists will support teachers by modeling lessons and providing coaching feedback through use of the walk through tool and WICOR tracker. Teachers will also participate in routine WICOR walks with Administration and District personnel.
Person responsible for monitoring outcome:	Dee Ragar (dee.ragar@sumter.k12.fl.us)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Implementation of the iReady curriculum, Cambridge General Paper and English Language Curriculum, Khan Academy (SAT prep), Study Island (ACT prep), and online instructional tools. 2. Implementation of AVID WICOR strategies including focused note-taking, marking the text, asking and answering high level questions, and Socratic Seminars. 3. Implementation of Learning Focused Strategies (LFS) with an emphasis on standard-based lesson planning. 4. Regular focused classroom walkthroughs with substantive and timely feedback. 5. ELA/ Reading non-negotiables covering components for classroom environment and instruction. 6. Facilitate learning opportunities during newly established PAWS Time.
Rationale for Evidence-based Strategy:	Focusing on a more rigorous learning environment via thoughtful work and intentional questioning will ensure lessons and learning are more closely aligned with high expectations of student learning and performance based on standards and learning outcomes.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Based on the 2021 Science data, 31% of students in grades 6, 8 and 10 scored a level 3 or higher. This indicates that 69% of students scored below proficiency. This is below the district and state averages.
Measurable Outcome:	To increase student proficiency on the 2022 Science assessments to at least 45% scoring a level 3 or higher
Monitoring:	The Science department will meet monthly to discuss students' progress. Science assessments will also be monitored throughout the year. Administration will also complete frequent walkthroughs to monitor the effectiveness of the action steps implemented.
Person responsible for monitoring outcome:	Micah Cook (micah.cook@sumter.k12.fl.us)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Provide students with opportunities to participate in hands-on Science experiences and STEM activities. 2. Involvement in Science Fair and other Science Competitions. 3. Implementation of the new Cambridge Marine Science curriculum. 4. Continued implementation of the Pearson Elevate Science text. 5. Effectively using Makerspace to allow students to have a work place to be creative.
Rationale for Evidence-based Strategy:	<p>The more “tools” or strategies that teachers have in their toolbox, the better equipped they will be to engage all students in the learning process. Our goal is to provide the training and resources needed for our teachers to consistently deliver high-quality instruction for our students on a daily basis with an emphasis on authentic literacy. Strategies such as summarizing and note taking, advanced organizers reinforcing effort and providing recognition, practice, cooperative learning, with an emphasis on providing feedback will facilitate the learning process.</p>

Action Steps to Implement

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	Based on the 2021 school grade component, 39% of Wildwood Middle High School students were proficient in Civics and 73% in US History. Civics achievement was below the district and state average but US History scores led the District.
Measurable Outcome:	To increase proficiency in Civics to 50% and US History to 80%. Lesson plans and classroom walkthrough forms will be reviewed throughout
Monitoring:	the school year to monitor effectiveness. Social Studies assessments and mid year data will also be used to monitor the effectiveness of the action steps.
Person responsible for monitoring outcome:	Allan Hisey (allan.hisey@sumter.k12.fl.us)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Continued implementation of AVID WICOR strategies (Philosophical chairs and Socratic seminars). 2. Continuation of Document Based Questions (DBQs) to include the integration of rigor and writing. 3. Implementation of Learning Focused Strategies (LFS) with an emphasis on standard based lesson planning. 4. Effectively using higher order thinking strategies/questions, collaborative pairs, and graphic organizers. 5. Implementation of the new Cambridge AS International History and AS U.S. History.
Rationale for Evidence-based Strategy:	Our US History results indicate that we are currently performing below our school district and state. We will utilize complex assignments and projects to assist our students in better elaborating on content. . We will strive to meet the needs of each student through the strategic use of student performance data on local assessments.
Action Steps to Implement	
<i>No action steps were entered for this area of focus</i>	

#5. Culture & Environment specifically relating to Student Attendance**Area of Focus
Description and
Rationale:**

Research shows that missing 10% or more school days negatively impacts students' performance. If students attend school, regularly they are more likely to be successful in academics. 127 students were absent 10 or more days in 200-21 school year.

Measurable Outcome: Reduce the number of students with 10 or more absences to 50 or less.

Monitoring: Grade level Assistant Principals will be responsible for monitoring student attendance.

**Person responsible for
monitoring outcome:**

James Wulff (james.wulff@sumter.k12.fl.us)

**Evidence-based
Strategy:**

1. Implementation of a 3-Tier Attendance Plan that includes incentives for students who attend school regularly.
2. Parents and students will be provided with written and verbal attendance communication and contracts throughout the school year.
3. Schedule Parent Nights to inform parents of their child's attendance and discuss issues that could arise from not adhering to the attendance policy.
4. Child Study Team meetings will be scheduled as needed to develop individual plans to improve attendance.
5. Utilization of the Mentoring Programs to help mentor and guide students that demonstrate attendance issues.
6. Skyward reports will be reviewed weekly by the school attendance clerk and the Assistant Principal.
7. Collaborating with community member to provide quarterly incentives for students.

**Rationale for
Evidence-based
Strategy:****Action Steps to Implement**

No action steps were entered for this area of focus

#6. Culture & Environment specifically relating to Discipline**Area of Focus
Description and
Rationale:**

Based on 2020-2021 data, there were 688 student discipline referrals. Decreasing the number of student discipline referrals will also result in a decreased number of student removals from class and increased instructional time on task for students.

**Measurable
Outcome:**

To reduce the number of student discipline forms by at least 10% (620 discipline referrals).

Monitoring:

The PBS team will meet monthly to review the number of discipline referrals. The PBS team will also compare discipline reports from previous years to monitor effectiveness of the action steps.

**Person
responsible for
monitoring
outcome:**

James Wulff (james.wulff@sumter.k12.fl.us)

**Evidence-based
Strategy:**

1. Tailor the PBS plan to address the social, emotional, and behavioral needs of all students.
2. Utilize behavior intervention forms that provide teachers with a specific four step plan and interventions, so that discipline procedures can be consistent schoolwide.
3. Reintroduce positive referrals to recognize students for appropriate behavior.
4. Students will receive character development through counseling, one on one mentoring, and School Resource Officer presentations.
5. Implementation of the restorative practice model.
6. Quarterly incentives based on attendance, discipline, and GPA.
7. 9th Grade Academy Mentor Program and the New Covenant United Methodist Church Mentor Group.
8. The PBS team will meet monthly to review the number of discipline referrals. The PBS team will also compare discipline reports from previous years to monitor effectiveness of the action steps.

**Rationale for
Evidence-based
Strategy:**

By building a more positive school culture, students will feel safer and more willing to be a part of the school community.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Wildwood Middle High School is going to strive to become a PBIS model school. We will institute a positive rewards program that recognizes students on a quarterly basis that have achieved a 95% attendance rate, maintained at least a 2.5 GPA(high School, no Ds in middle school), and no long form discipline referrals. We will also institute a positive referral program that will empower our teachers and staff to recognize students that are exhibiting positive behaviors on campus daily. The utilization of the Christ United Church mentor program will also be a driving force in creating a positive school culture. The continuous mentoring of some of our at-risks youth will not only build relationships, but also provide students with skills that will serve them throughout their lives. We believe this will not only reduce negative incidents, but will also foster the growth of foundational relationships while building up our students to be respectful, responsible, and cooperative young adults that will be successful outside the walls of our school.

In order to increase stakeholder engagement and promote a welcoming environment we will offer different modalities (online and paper based) of communication with to our families such as phone, email, Remind App, school website, teacher webpage, Skyward, Parent Portal and school marquee.

Family and community feedback is requested/collected during quarterly SAC meetings.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We will communicate regularly with all stakeholders including students, parents, volunteers, members of the School Board, staff, and community members. We will encourage more participation and include broad base invitations to school based functions including sports programs, science fair, STEAM Nights and other parent and family nights.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00

5	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
Total:			\$0.00