

Wakulla County Schools

# Wakulla Middle School



## 2022-23 Schoolwide Improvement Plan

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# Wakulla Middle School

22 JEAN DR, Crawfordville, FL 32327

<https://wms.wakullaschooldistrict.org/>

## Demographics

**Principal: Simeon Nelson**

Start Date for this Principal: 6/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	65%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (59%) 2018-19: A (66%) 2017-18: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Wakulla 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](http://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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## Wakulla Middle School

22 JEAN DR, Crawfordville, FL 32327

<https://wms.wakullaschooldistrict.org/>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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<https://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.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Wakulla Middle School is committed to success for all students, teachers, staff and our school system.

**Provide the school's vision statement.**

Wakulla Middle School is committed to providing a rigorous and appropriate education that results in success for all students.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Nelson, Simeon	Principal	To provide the leadership and vision necessary to develop and administer educational programs that optimize the human and material resources available for a successful and safe school program for students, staff, parents, and community.
Wells, Coleman	Dean	To assist the Principal with providing a school atmosphere in which learning is of prime importance by implementing School Board policies designed to maintain proper student discipline.
Pichard, Jessica	Dean	To assist the principal in implementation of best practices for academic success within the school. To review data and monitor achievement and growth of students, communicate with teachers on students' areas of strengths and weakness, and work with parents to support students' academic success. To monitor the mental health and wellness of all students, implementation of the Mental Health 5- Hour Curriculum, ensure student character development and resiliency, and provide behavioral support for students.
Jamison, Lesley	Instructional Coach	To support teachers with the implementing instructional best practices and monitoring student data.
Dissmore, Nicole	Teacher, K-12	Teacher Coach
Perez, Lindsey	Teacher, K-12	Teacher Coach
Hofheinz, Amanda	Assistant Principal	To assist the principal with administrative and instructional functions and the development and implementation of the school improvement plan to meet the needs of students and to carry out the mission and goals of the school and the district.
Mitchem, Kelly	Teacher, K-12	Teacher Coach
Cook, Barbara	Teacher, K-12	Teacher Coach
Anderson, Jennifer	Teacher, K-12	Teacher Coach
Pfeifer, Stacey	Teacher, K-12	Teacher Coach

### Demographic Information

#### Principal start date

Tuesday 6/1/2021, Simeon Nelson



**Number of teachers with a 2022 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.*

3

**Number of teachers with a 2022 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.*

10

**Total number of teacher positions allocated to the school**

36

**Total number of students enrolled at the school**

503

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

8

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

6

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	165	165	182	0	0	0	0	512
Attendance below 90 percent	0	0	0	0	0	0	70	56	80	0	0	0	0	206
One or more suspensions	0	0	0	0	0	0	52	45	50	0	0	0	0	147
Course failure in ELA	0	0	0	0	0	0	14	9	27	0	0	0	0	50
Course failure in Math	0	0	0	0	0	0	15	7	39	0	0	0	0	61
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	39	37	40	0	0	0	0	116
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	43	26	37	0	0	0	0	106
Number of students with a substantial reading deficiency	0	0	0	0	0	0	30	30	39	0	0	0	0	99

Using the table above, complete the table below with the number of students by current grade level who have 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	55	47	73	0	0	0	0	175

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

Date this data was collected or last updated

Friday 9/9/2022

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	160	182	190	0	0	0	0	532
Attendance below 90 percent	0	0	0	0	0	0	43	53	50	0	0	0	0	146
One or more suspensions	0	0	0	0	0	0	3	0	5	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	17	11	40	0	0	0	0	68
Course failure in Math	0	0	0	0	0	0	19	11	46	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	40	50	0	0	0	0	120
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	34	39	50	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	33	43	0	0	0	0	99

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	33	27	60	0	0	0	0	120

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	1	2	1	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4

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	160	182	190	0	0	0	0	532
Attendance below 90 percent	0	0	0	0	0	0	43	53	50	0	0	0	0	146
One or more suspensions	0	0	0	0	0	0	3	0	5	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	17	11	40	0	0	0	0	68
Course failure in Math	0	0	0	0	0	0	19	11	46	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	40	50	0	0	0	0	120
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	34	39	50	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	33	43	0	0	0	0	99

#### 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	33	27	60	0	0	0	0	120

#### 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	1	2	1	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	57%	50%				63%	62%	54%
ELA Learning Gains	51%						52%	52%	54%
ELA Lowest 25th Percentile	35%						49%	48%	47%
Math Achievement	63%	36%	36%				74%	69%	58%
Math Learning Gains	62%						64%	61%	57%
Math Lowest 25th Percentile	51%						64%	52%	51%
Science Achievement	48%	58%	53%				69%	61%	51%
Social Studies Achievement	79%	55%	58%				85%	80%	72%

**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	2022					
	2019	50%	53%	-3%	54%	-4%
Cohort Comparison						
07	2022					
	2019	63%	56%	7%	52%	11%
Cohort Comparison		-50%				
08	2022					
	2019	67%	64%	3%	56%	11%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	61%	63%	-2%	55%	6%
Cohort Comparison						
07	2022					
	2019	68%	59%	9%	54%	14%
Cohort Comparison		-61%				
08	2022					
	2019	68%	48%	20%	46%	22%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	69%	58%	11%	48%	21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	78%	6%	71%	13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	58%	35%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	72%	28%	57%	43%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	44	30	32	55	44	30	37			
BLK	53	57	44	55	62	59	50	71	70		
HSP	59	53		61	61						
MUL	33	41	27	43	48	44		58			
WHT	65	51	32	66	64	52	50	83	78		
FRL	48	45	31	48	57	46	42	67	75		
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	24	29	21	30	36	31	28	42			
BLK	35	36	27	33	43	59		55			
HSP	36	25		43	33						
MUL	28	39	50	41	32	25	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	57	49	30	60	44	41	46	68	63		
FRL	39	40	27	44	39	41	31	51	50		
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	28	51	47	41	53	51	23	65	58		
BLK	33	31	40	56	64	75	69	58	75		
HSP	53	50		56	63						
MUL	63	54		75	56			75	70		
WHT	66	54	49	77	65	60	70	87	73		
FRL	53	50	42	66	67	60	63	82	65		

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

Overall, there was a decline in all areas of the State Assessments from 2019 to 2021. Our average decline was 17.75% with the most decline in our Science Achievement scores at 28%. Our scores increased overall from 2021 to 2022. Our largest increase in scores was 19% in Math Learning Gains. From 2019 to 2022, our Lowest Quartile scores in ELA have had a steady decline. In 2019, our ELA Lowest Quartile was at 49%, then 46% in 2021, then 35% in 2022.

#### **What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Only 37% of all students with disabilities are proficient in their content area assessments. This percent should be at least 41% of students with disabilities. Another area of focus is our science proficiency which is at 48%.

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

New teachers to the field, absenteeism has increased in students, increase of students needing intensive reading/ math classes.

Utilizing teacher coaches to support new teachers, Professional Learning Communities to implement vertical teaming in content areas, Read 180/ Achieve teachers will be given paras to support the teachers in small group instruction, Learning Strategies will be provided for ESE students who need additional support in their content areas. AVID strategies will be implemented school-wide to support organization, study habits, and focused note taking in all subject areas.

#### **What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

From 2021 to 2022, our Social Studies Achievement had the highest percent increase with 19% and had the largest number of students proficient at 79%.

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

Pacing Guide that maps out standards for the year, District Collaboration among CIVICs teachers to plan and create District Standards Based Assessments.

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

Content Specific Teacher Coaches, Data Chats/Meetings once a month, PLCs to team plan for improvement in areas that students are struggling, Intensive classes to provide supports.

#### **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.**



DCT training over the summer to develop curriculum maps/ District Standard Based Assessments, ESE Grey Book training for all ESE Teachers, two Professional Development Days within a school year, monthly meetings with our instructional coach to review data of Achieve/Read 180 students, AVID training over the summer to certify our AVID teachers in the subject area.

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

Administration team will be conducting walkthroughs and observations to provide feedback to the teachers, content area teacher coaches will lead PLC meetings and provide support to teachers, Rufus Lot Restorative Practices will be implemented in all classrooms weekly to build relationships between teachers/students and student to student relationships.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to our FSA and EOC data, an average of 37% of students with disabilities are proficient.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

At least 41% of students with disabilities will achieve proficiency in one or more content area on their End of Course Exam/ FAST end of the year assessment.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Star Reading, Star Math, FAST Progress Monitoring, Read 180 Lexile, Achieve Data.

**Person responsible for monitoring outcome:**

Amanda Hofheinz (amanda.hofheinz@wcsb.us)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

1. Achieve3000
2. READ180
3. Professional Learning Committees
4. Learning Strategies
5. KAGAN Strategies
6. PAWS Peer tutors

All strategies are district approved/adopted as evidenced-based through current research and effectiveness in target populations.

1. Achieve3000 - Computer-based online reading intervention program that provides informational text articles for students to read at their independent Lexile level and answer comprehension questions based on the text.
2. READ180 - Blended-learning approach reading intervention program that provides individualized instruction to meet each student's reading needs. This program supports students who scored below proficiency on the FSA ELA test.
3. Professional Learning Committees- Teacher Coach led content area teams that reviews data and discusses ways to improve student scores within their area of focus. An ESE teacher will be represented on each committee and will provide support to all teachers within their content area on research based strategies that support learning.
4. Learning Strategies- A class provided for SWD who are struggling in their general education classes. The class will provide be led by an ESE certified teacher to provide support for students with disabilities. The teacher will consult with gen education teacher.
5. KAGAN- Researched based collaborative learning strategies that meet the needs of all students.
6. PAWS- Peer tutors assigned to students with disabilities to support them

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

within their content areas on strategies that will increase attention, organization, and/or completing work.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Students with disabilities who scored a level 1 or a level 2 on their ELA FSA will be placed in an intensive reading class, Read 180 or Achieve 3000.
2. Teacher coaches will meet on a monthly basis to coordinate additional support for teachers in the form of training, modeling, and/or co-teaching on the areas of Main Idea and Key Details, Integration of knowledge and Ideas, and writing using elaboration strategies.
3. Assign an ESE certified teacher in each PLC group.
4. Assign a Learning Strategies class to an ESE teacher for every grade level. Review IEPs and grades of SWDs, assign students in need of support to a LS class.
5. Assign Peer Tutors to SWDs for support in specific content areas.

**Person Responsible**                      Amanda Hofheinz (amanda.hofheinz@wcsb.us)

**#2. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

On the end of the year Science assessment, only 48% of our 8th grade students were proficient.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

On the FSA Science Assessment, 65% of our 8th grade students will score proficient with a level of a 3, 4, or 5.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Monitored through Science District Standards Based Assessments, classroom science assessments, and science grades in FOCUS.

**Person responsible for monitoring outcome:**

Simeon Nelson (simeon.nelson@wcsb.us)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

1. Professional Learning Committees
2. Teacher Coaches
3. Kagan Strategies
4. Professional Development on Data
5. Instructional Coach
6. Hands on Learning/ Experiments
7. AVID Strategies

All strategies are district approved/adopted as evidenced-based through current research and effectiveness in target populations

1. PLC-Teacher Coach led content area teams. Two committees that will focus on Science, specifically in Nature of Science standards. Vertical teaming will occur once a month to design lessons, review data, and implement strategies that will increase proficiency of science standards in all grade levels.
2. Teacher Coaches- Teachers who facilitate collaboration at the school level. Supports teachers with creating more engaging lessons, as well as, assists with UDL across all instructional and non-instructional school contexts.
3. Kagan Strategies- Provides engaging collaborative learning strategies that meet the needs of all students.
4. Professional Development on Data- Two PD Days to review student data and make decisions on lessons, areas of focus, and progress.
5. Instructional Coach- Provides monthly meetings with teachers on implementation of Science DSBA's and collects data on the scores.
6. Hands on Learning- Provides engagement and implementation of standards. Experiments and Models will be incorporated in all science classes.
7. AVID Strategies- Provides specific organizational and instructional supports to increase academic capacity. AVID- Focused- Notes implementation within Science Classes.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Assign PLC Science Group with a science teacher coach and set up monthly meetings to create opportunities for hands on activities, Kagan Structures, and lessons that target area of need.
2. Walkthroughs/ Observations of teachers to ensure hands on learning and application of standards are occurring in the classrooms.
3. Instructional Coach sets up meeting with Science teachers to review data.
4. Binder Checks grades set up in FOCUS.

**Person Responsible** Amanda Hofheinz (amanda.hofheinz@wcsb.us)

**#3. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Wakulla Middle School scored 63% proficient on the FSA Math with learning gains at 62%.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

70% of all WMS students will score proficient with a level of a 3,4, or 5 on the FAST Mathematics end of the year assessment.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Star Math, i-Ready, and FAST Progress Monitoring Mathematics.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

1. Intensive Math Class
2. EDGEMS
3. Teacher Coaches
4. I-Ready Math
5. Response to Intervention Process

All strategies are district approved/adopted as evidenced-based through current research and effectiveness in target populations.

1. Intensive Math Class- Support class for Level 1 math students that provides explicit instruction, modeled and guided practice on standards that students have not mastered.
2. EDGEMS- Provides curriculum content that utilizes visual representations, peer-assisted learning activities, and think-aloud modeling to give all students the opportunity to verbalize decisions and solutions to math problems. The content provides tiered worksheets to meet the student levels.
3. Teacher Coaches- Teacher Coaches will assist teachers in developing standard based lesson plans and engaging activities that will meet the needs of all students.
4. I-Ready Math- Software that provides interventions for students who are struggling with basic math skills and have not mastered previous standards taught.
5. RTI Process - Our MTSS team will identify students who are not meeting grade-level mastery and will receive targeted interventions.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teacher coaches will meet on a monthly basis to coordinate additional support for teachers in the form of training, modeling, and/or co-teaching.
2. Our MTSS team will identify students in need of tiered intervention through progress monitoring and

provide supports through the MTSS process.

3. The Master schedule will be developed to include intensive math classes and schedule students into I-Ready.

4. MTSS Team will create RTI plans for students who are not meeting grade-level mastery and will progress monitor student achievement/ growth.

**Person Responsible**

Amanda Hofheinz (amanda.hofheinz@wcsb.us)

### **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Wakulla Middle School provides clear expectations that promote learning, safety, and wellness among our students and faculty. We have put in place Restorative Discipline circles and practices that teach students how to resolve conflict and build relationships among peers and teachers. Our students are rewarded for meeting school expectations with outdoor team time. This time is built into the school day and allows the students to participate in games and activities with their peers. Another way we are building positive school culture is by Student of the Month. Each homeroom teacher will select a student that is performing exceptionally with their academics, meeting WMS' school expectations, and supporting the teachers with building a positive learning environment. Each semester, our school holds a Spirit Week and Pep Rally to promote student extracurricular activities and engage all students in the Wakulla Middle School spirit. A fulltime SRO and guardian on campus will assist in the safety and security of our campus by being present inside and outside the building. A clinical social worker and the New Horizons Program will be on campus to provide students with additional emotional and social support. All students will participate in a 5-hour Mental Health training that will allow the students to learn strategies to deescalate situations, coping mechanisms, and how to express themselves in a positive manner.

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

Coleman Wells - Associate Dean of Discipline - To provide Restorative Discipline and consequences for violations of school handbook.

James McDonald - Ensure our school is safe from external and internal threats to students.

Lt. Delbeato - Enforce criminal statutes to students, faculty, and staff and ensure safety of all stakeholders.

Kat Harris - Provide mental health support to students in crisis as well as guidance on being successful within the classroom.

Simeon Nelson - Oversee the operation of all student safety and education.

SAC Committee- Oversees the School Improvement Plan and brings diverse decision making that positively effect Wakulla Middle School.