Santa Rosa County School District

# Woodlawn Beach Middle School

## 2022-23 Schoolwide Improvement Plan

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# Woodlawn Beach Middle School

1500 WOODLAWN WAY, Gulf Breeze, FL 32563

http://www.santarosa.k12.fl.us/schools/wbm/

**Demographics**

## Principal: Victor Lowrimore

Start Date for this Principal: 5/1/2008

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | No |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 35% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: A (63%)<br>2018-19: A (67%)<br>2017-18: B (61%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northwest |
| **Regional Executive Director** | Rachel Heide |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | ATSI |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

## School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/13/2022.

## 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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**Title I Requirements** 0

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# Woodlawn Beach Middle School

1500 WOODLAWN WAY, Gulf Breeze, FL 32563

http://www.santarosa.k12.fl.us/schools/wbm/

## 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 | 35% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 28% |

## School Grades History

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

## School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/13/2022.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.**

WBMS promotes academic growth, inspires character, develops problem solvers, and empowers HEROes.

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

Our students will be productive, successful contributors to society.

## 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 |
|---|---|---|
| Lowrimore, Victor | Principal | • Provide training opportunities and feedback to personnel at the assigned school.<br>• Supervise the operation and management of all activities and functions which occur at the assigned school.<br>• Develop positive school/community relations and serve as a liaison between the school and community.<br>• Develop, implement, and assess the instructional programs at the assigned school and coordinate with District instructional staff in program planning.<br>• Establish procedures for an accreditation program and monitoring accreditation standards at the assigned school.<br>• Participate in developing the District strategic plan, District school calendar, District staffing plan; manage and administer school functions relating to these items.<br>• Interview and select qualified personnel to be recommended for employment.<br>• Conduct performance appraisals and make reappointment recommendations for school personnel.<br>• Manage and administer personnel development through training, in-service and other developmental activities.<br>• Implement and administer negotiated employee contracts at the school site.<br>• Develop long-range and short-range facility needs at the assigned school.<br>• Coordinate facility and support service requirements.<br>• Coordinate plant safety and facility inspections at the assigned school.<br>• Coordinate all maintenance functions at the assigned school.<br>• Coordinate and supervise transportation services at the assigned school.<br>• Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget, and school's internal accounts.<br>• Establish and manage student accounting and attendance procedures at the assigned school.<br>• Coordinate the school food service program at the assigned school.<br>• Assign and supervise school personnel to special projects for the enhancement of the school.<br>• Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.<br>• Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.<br>• Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolutions of existing problems.<br>• Communicate, through the Director of Middle Schools, to keep the Superintendent informed of impending problems or events of unusual nature.<br>• Participate in county-wide management meetings and other meetings appropriate for professional development.<br>• Direct the establishment of adequate property inventory records and ensure the security of school property.<br>• Coordinate the supervision of all extracurricular programs at the assigned school.<br>• Manage and supervise the school's student activity programs, approve all school sponsored activities, and maintain a calendar of all school events.<br>• Serve as a member of the Superintendent's District-wide management team. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | • Provide leadership in the school improvement process and implement the school improvement plan.<br>• Maintain visibility and accessibility on the school campus.<br>• Implement School Board policy, collective bargaining agreements, state statutes, and federal regulations as they pertain to the assigned school.<br>• Direct the development of the master schedule and assign teachers according to identified needs.<br>• Establish the job assignments for all school administrators and assess the school-site administrators' performance.<br>• Assume responsibility for all official school correspondence and news releases.<br>• Supervise the preparation and maintenance of accurate and timely reports and records.<br>• Perform other incidental tasks consistent with the goals and objectives of this position. |
| Rankin, Kimberly | Assistant Principal | (Specific responsibilities will vary depending upon school site and responsibilities delegated/assigned by the School Principal.)<br>• Act on the Principal's behalf in his/her absence.<br>• Assist to develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal.<br>• Develop the master teaching schedule and assign teachers according to identified needs.<br>• Utilize current educational trends in the planning and preparation of the school instructional program.<br>• Interpret and enforce School Board policy, state statutes and federal regulations.<br>• Implement the accreditation program for the assigned school.<br>• Coordinate in the selection of textbooks, material and equipment needed at the assigned school.<br>• Manage and administer the testing program for the school.<br>• Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities.<br>• Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions.<br>• Assume responsibility for control and direction of students related to suspensions from school, suspension from the bus and school in accordance with Board policies and statutes.<br>• Provide leadership in the event of school crisis and/or civil disobedience.<br>• Provide leadership in the school improvement process.<br>• Administer and develop teacher duty rosters for the school.<br>• Provide supervision while maintaining visibility about the campus and classroom.<br>• Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school.<br>• Interpret and enforce the District's Code for Student Conduct. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | • Supervise all facets of the registration process.<br>• Prepare or oversee the preparation and maintenance of required reports and records.<br>• Supervise and evaluate instructional, support, and service personnel as assigned by the Principal.<br>• Comply with provisions of collective bargaining agreements.<br>• Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal.<br>• Develop and maintain positive school/community relations and act as a liaison between school and community.<br>• Coordinate the school food service program as it relates to the special needs of the school.<br>• Maintain adequate property inventory records, key control and security of school property.<br>• Participate in the development of long-range facility needs at the assigned school.<br>• Coordinate plant safety and facility inspection at the school.<br>• Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility.<br>• Coordinate the transportation services at the assigned school.<br>• Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget.<br>• Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services.<br>• Supervise the function of student accounting at the school, as it pertains to funding and attendance.<br>• Manage and administer the attendance policy and procedures.<br>• Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature.<br>• Coordinate data processing activities as assigned.<br>• Provide leadership for, and supervision of, extracurricular activity programs.<br>• Manage and supervise student activity programs, including the selection of club sponsors.<br>• Approve school-sponsored activities and maintain a calendar of all school events.<br>• Perform other incidental tasks consistent with the goals and objectives of this position. |
| Stokes, Tyler | Dean | Principal Duties and Responsibilities (Essential Functions**):<br>• Manages student supervision issues and enforces school behavioral expectations.<br>• Must be knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline, knowledgeable of the Santa Rosa County Code of Student Conduct and the School Handbook. Must enforce policies/ rules both fairly and consistently.<br>• Counsels students and parents concerning school and district policies.<br>• Assists staff and parents in developing student behavioral expectations. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | • Assists in the planning, development and implementation of individual student behavior plans.<br>• Serves as a resource to staff in dealing with classroom management issues.<br>• Assists in developing/implementing programs to promote positive student behavior, multi-tiered support systems, as well as intervention/prevention strategies.<br>• Coordinates alternative education placement for students.<br>• Coordinates with staff and administration the development of the school's discipline plan/hierarchy.<br>• Maintains and periodically reviews student discipline records.<br>• Periodically reviews student attendance records and academic records.<br>• Encourages and facilitates meaningful and effective parent-teacher communication; and commands respect by example in appearance, manners, behavior and language.<br>• Participates in Professional Development activities that are germane to the position (FOCUS, Crisis Prevention Intervention (CPI)).<br>• Maintains confidentiality in all issues that require their involvement.<br>• Promotes the welfare of students, faculty and staff; and sets high expectations and articulates them to all stakeholders.<br>• Facilitates cooperation among all stakeholders (administrators, teachers, parents, students) in the appropriate handling of student discipline issues.<br>• Has the ability to function independently and make sound educational decisions.<br>• Assist in the development of the school crisis plan and is an integral part of the plan.<br>• Will become an active member of the school leadership team. |
| Paugh, Retha | School Counselor | Primary Duties and Responsibilities (Essential Functions):<br>• Is responsible for the registration of new students and scheduling of all students.<br>• Assist students in the selection of classes and graduation option plans.<br>• Provides small group developmental guidance activities to all students.<br>• Provide personal/social, behavioral, and/or academic counseling to all students.<br>• Provide assistance in the screening, referral, identification and placement of students with special needs<br>• Provide assistance to parents of all students.<br>• Provide appropriate consultation and staff development to school personnel and/or parents/community as needed.<br>• Provide information and counseling in the areas of career exploration and college selection, further education, college entrance exams, financial aid, scholarships, and employment opportunities.<br>• Organize and conduct career and college information programs.<br>• Provides information regarding community service opportunities and enters community service hours in the computer.<br>• Provide information and counseling for Bright Futures opportunities and registration.<br>• Coordinate dual enrollment, advanced placement, and early admissions |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | programs.<br>• Identify and counsel potential dropouts, offering them other options.<br>• Counsel students who are experiencing attendance difficulties.<br>• Coordinate and administer a variety of standardized tests, maintains test security, and interprets test results to parents, students, and other school staff.<br>• Assist students and families in need with providing basic care through referrals to appropriate resources<br>• Provide orientation for all incoming and new students.<br>• Counsel students in developing peer relationships, decision-making skills, and conflict resolution (character education).<br>• Identify and refer students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.).<br>• Continually enhance the overall guidance program through in-service opportunities.<br>• Evaluate the overall guidance program on a continuing basis.<br>• Provide assistance and information to faculty, students and parents in regard to multi-cultural education.<br>• Assist in the orientation of new faculty/staff members.<br>• Assist students and parents in scheduling teacher conferences and serves as a mediator and/or advisor.<br>• Provide input in the development of curriculum and the master schedule.<br>• Coordinate the proper maintenance, transfer, and acquisition of students' records as required.<br>• Assist in the maintenance of the automated student data system.<br>• Attend and participate in faculty meetings.<br>• Accept responsibility for extracurricular activities.<br>• Coordinate all award presentations.<br>• Coordinate all graduation activities, verifying that graduation requirements have been met.<br>• Contribute to the Integrated Service Team meetings.<br>• Establish and maintain cooperative relations with students, faculty, staff, and parents.<br>• Assume the responsibility to maintain a valid Florida teachers' certificate.<br>• Provide own method of transportation to various locations when required.<br>• Perform other tasks and responsibilities as assigned by the principal. |
| Edwins, Annette | School Counselor | Primary Duties and Responsibilities (Essential Functions):<br>• Is responsible for the registration of new students and scheduling of all students.<br>• Assist students in the selection of classes and graduation option plans.<br>• Provides small group developmental guidance activities to all students.<br>• Provide personal/social, behavioral, and/or academic counseling to all students.<br>• Provide assistance in the screening, referral, identification and placement of students with special needs<br>• Provide assistance to parents of all students.<br>• Provide appropriate consultation and staff development to school personnel and/or parents/community as needed. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | • Provide information and counseling in the areas of career exploration and college selection, further education, college entrance exams, financial aid, scholarships, and employment opportunities.<br>• Organize and conduct career and college information programs.<br>• Provides information regarding community service opportunities and enters community service hours in the computer.<br>• Provide information and counseling for Bright Futures opportunities and registration.<br>• Coordinate dual enrollment, advanced placement, and early admissions programs.<br>• Identify and counsel potential dropouts, offering them other options.<br>• Counsel students who are experiencing attendance difficulties.<br>• Coordinate and administer a variety of standardized tests, maintains test security, and interprets test results to parents, students, and other school staff.<br>• Assist students and families in need with providing basic care through referrals to appropriate resources<br>• Provide orientation for all incoming and new students.<br>• Counsel students in developing peer relationships, decision-making skills, and conflict resolution (character education).<br>• Identify and refer students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.).<br>• Continually enhance the overall guidance program through in-service opportunities.<br>• Evaluate the overall guidance program on a continuing basis.<br>• Provide assistance and information to faculty, students and parents in regard to multi-cultural education.<br>• Assist in the orientation of new faculty/staff members.<br>• Assist students and parents in scheduling teacher conferences and serves as a mediator and/or advisor.<br>• Provide input in the development of curriculum and the master schedule.<br>• Coordinate the proper maintenance, transfer, and acquisition of students' records as required.<br>• Assist in the maintenance of the automated student data system.<br>• Attend and participate in faculty meetings.<br>• Accept responsibility for extracurricular activities.<br>• Coordinate all award presentations.<br>• Coordinate all graduation activities, verifying that graduation requirements have been met.<br>• Contribute to the Integrated Service Team meetings.<br>• Establish and maintain cooperative relations with students, faculty, staff, and parents.<br>• Assume the responsibility to maintain a valid Florida teachers' certificate.<br>• Provide own method of transportation to various locations when required.<br>• Perform other tasks and responsibilities as assigned by the principal. |

## Demographic Information

**Principal start date**

Thursday 5/1/2008, Victor Lowrimore

**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.*

5

**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.*

17

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

49

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

945

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

6

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

5

**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 | 312 | 318 | 317 | 0 | 0 | 0 | 0 | 947 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 28 | 34 | 0 | 0 | 0 | 0 | 91 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 61 | 59 | 0 | 0 | 0 | 0 | 129 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 8 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 1 | 0 | 0 | 0 | 0 | 0 | 15 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 32 | 51 | 0 | 0 | 0 | 0 | 123 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 40 | 44 | 0 | 0 | 0 | 0 | 128 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 12 | 20 | 0 | 0 | 0 | 0 | 50 |

**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 | 23 | 32 | 37 | 0 | 0 | 0 | 0 | 92 |

**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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Date this data was collected or last updated**

Monday 8/29/2022

**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 | 288 | 297 | 347 | 0 | 0 | 0 | 0 | 932 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 44 | 78 | 0 | 0 | 0 | 0 | 166 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 7 | 12 | 0 | 0 | 0 | 0 | 25 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 2 | 4 | 0 | 0 | 0 | 16 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 1 | 1 | 0 | 0 | 0 | 11 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 35 | 49 | 0 | 0 | 100 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 39 | 42 | 0 | 0 | 112 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 11 | 13 | 0 | 0 | 0 | 29 |

**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 | 16 | 14 | 23 | 0 | 0 | 0 | 0 | 53 |

**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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |

**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 | 288 | 297 | 347 | 0 | 0 | 0 | 0 | 932 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 44 | 78 | 0 | 0 | 0 | 0 | 166 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 7 | 12 | 0 | 0 | 0 | 0 | 25 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 2 | 4 | 0 | 0 | 0 | 16 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 1 | 1 | 0 | 0 | 0 | 11 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 35 | 49 | 0 | 0 | 100 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 39 | 42 | 0 | 0 | 112 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 11 | 13 | 0 | 0 | 0 | 29 |

**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 | 16 | 14 | 23 | 0 | 0 | 0 | 0 | 53 |

**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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |

## 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% | 59% | 50% | | | | 66% | 63% | 54% |
| ELA Learning Gains | 49% | | | | | | 60% | 60% | 54% |
| ELA Lowest 25th Percentile | 41% | | | | | | 59% | 56% | 47% |
| Math Achievement | 75% | 38% | 36% | | | | 74% | 70% | 58% |
| Math Learning Gains | 69% | | | | | | 66% | 65% | 57% |
| Math Lowest 25th Percentile | 60% | | | | | | 56% | 58% | 51% |
| Science Achievement | 68% | 69% | 53% | | | | 70% | 63% | 51% |
| Social Studies Achievement | 73% | 66% | 58% | | | | 80% | 77% | 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 | 65% | 63% | 2% | 54% | 11% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 60% | 59% | 1% | 52% | 8% |
| Cohort Comparison | | -65% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 70% | 68% | 2% | 56% | 14% |
| Cohort Comparison | | -60% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 06 | 2022 | | | | | |
| | 2019 | 66% | 66% | 0% | 55% | 11% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 55% | 54% | 1% | 54% | 1% |
| Cohort Comparison | | -66% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 83% | 76% | 7% | 46% | 37% |
| Cohort Comparison | | -55% | | | | |

| 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 | 67% | 62% | 5% | 48% | 19% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 0% | 86% | -86% | 67% | -67% |

| CIVICS EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 78% | 75% | 3% | 71% | 7% |

| 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 | 99% | 73% | 26% | 61% | 38% |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 100% | 66% | 34% | 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 | 21 | 32 | 27 | 33 | 54 | 45 | 27 | 40 | 55 | | |
| ELL | 29 | 46 | | 43 | 54 | | | | | | |
| ASN | 74 | 83 | | 84 | 100 | | | | | | |
| BLK | 42 | 39 | 33 | 39 | 60 | 50 | 25 | | | | |
| HSP | 66 | 48 | 45 | 69 | 68 | 65 | 68 | 72 | 73 | | |
| MUL | 65 | 45 | 50 | 73 | 72 | 70 | 74 | 62 | 81 | | |
| WHT | 62 | 51 | 41 | 79 | 69 | 58 | 69 | 75 | 72 | | |
| FRL | 52 | 44 | 35 | 65 | 68 | 56 | 58 | 63 | 63 | | |

| 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 | 23 | 32 | 19 | 30 | 46 | 37 | 31 | 26 | | | |
| ELL | 14 | 31 | 20 | 45 | 73 | | | | | | |

| 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 |
| ASN | 64 | | | 71 | | | | | | | |
| BLK | 37 | 38 | 29 | 33 | 57 | 56 | 8 | 38 | | | |
| HSP | 58 | 45 | 22 | 65 | 59 | 44 | 48 | 84 | 60 | | |
| MUL | 63 | 53 | 62 | 73 | 74 | 62 | 54 | 80 | 55 | | |
| WHT | 61 | 47 | 30 | 70 | 62 | 45 | 67 | 73 | 62 | | |
| FRL | 50 | 47 | 35 | 54 | 54 | 39 | 49 | 58 | 51 | | |

| 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 | 19 | 49 | 50 | 28 | 40 | 33 | 27 | 44 | 50 | | |
| BLK | 53 | 61 | 61 | 60 | 49 | 38 | 43 | 60 | 73 | | |
| HSP | 65 | 51 | 52 | 67 | 52 | 59 | 57 | 66 | 62 | | |
| MUL | 66 | 61 | 67 | 70 | 69 | 57 | 81 | 80 | 67 | | |
| WHT | 67 | 61 | 59 | 77 | 69 | 58 | 72 | 83 | 72 | | |
| FRL | 55 | 56 | 63 | 64 | 62 | 51 | 58 | 76 | 62 | | |

## 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 | 63 |
| 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 | 569 |
| 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 | 43 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |

| English Language Learners | |
|---|---|
| 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 | 85 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 41 |
| 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 | 64 |
| 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 | 66 |
| 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 | 64 |
| 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 | 56 |
| 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?**

With the exception of Social Studies, WBMS showed increases in all data components. Social Studies has continued a trend of no improvement. The SWD Subgroup in ELA continues to show low learning gains. Students with Disabilities was the lowest in ELA and Science. We also had 91 students that were below the 90% attendance rate. Math achievement, learning gains, and learning gains for the lowest 25% of students has steadily increased for the assessment periods of 2019, 2021, and 2022.

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

Our greatest need for improvement is in two areas. The first is in learning gains for the lowest 25% ESE students in ELA. The second, is in student performance on the Civics EOC.

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

WBMS needed more focused support for our ESE students in ELA for the lowest 25%. We will have our intensive reading teacher collaborate with our ESE teachers in supportive strategies for ELA. The ESE teachers will then implement these supports within their learning strategies classrooms.
The contributing factors for Civics included a schedule adjustment that required teachers unfamiliar with the curriculum to teach Civics at a critical time of the year. We hope that we will not see turnover with our Civics teachers this year. We are also unpacking our civics curriculum to ensure we have the appropriate focus on standards and content.

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

The lowest 25% in math showed learning gains of 14 points. The lowest 25% in ELA showed learning gains of 9 points. Middle school acceleration showed an increase of 10 points. Science achievement increased by 8 points. Our SWD subgroup scored a 54% in Math Learning gains and the acceleration for this subgroup was 55%. Math achievement, learning gains, and learning gains for the lowest 25% of students has steadily increased for the assessment periods of 2019, 2021, and 2022.

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

At WBMS we had an emphasis on low performing math students by providing a math lab utilizing the Freckle program. Teachers used the Freckle program as an intervention to support struggling math students.

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

Teachers will maintain high expectations in the classroom. Teachers will design lessons that move students to higher taxonomy levels. Teachers will engage in standards based planning to ensure a proper content focus. Administration will provide focused feedback through the Marzano Focused Teacher Evaluation Model.

**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.**

Professional development will be centered on the elements and protocols within the new Marzano Focused Teacher Evaluation Model. The training will support teachers in having a clear understanding of standards based planning and lesson implementation focused on higher order thinking. Trainings will also include support for identifying scales and learning targets for teachers to work on instruction on deeper levels of Marzano's Taxonomy such as analysis and knowledge utilization.

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

We will be focusing on deploying services in a different way to ensure continuity. In the past, many of the services we had provided were disconnected. We are now ensuring that each of the services we are providing for lowest 25%, ESE students, and ELA work in unison to support these students.

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

**:**

| #1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Over time, the need for more specific feedback for teachers has become evident. At WBMS, the former observation system had evolved into a platform that marked 100% of the instructional staff as "Highly Effective" while at the same time providing very little feedback. Teachers were satisfied with their rating so there was no perceived need for specific feedback. The Marzano Focused Teacher Evaluation Model, with its focus on the observation and feedback protocol, is a tool that will help facilitate specific feedback conversations that are data focused. Our hope is this new tool with help establish a strong culture of feedback on our campus. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | WBMS will use the iObservation as the platform for the Marzano Focused Teacher Evaluation Model. Each formal observation also includes a pre observation conference and an in person post observation conference. Each post observation conference will be specifically focused on teacher feedback driven by data obtained in the observation. Feedback will also be given for each informal observation, whether in person or through some other format. Our goal is to provide face to face feedback for 100% of our formal observations and 50% of our informal observations. Informals will be completed each quarter for each teacher. If an informal is needed, it will take the place of an informal. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | This focus area will be monitored through the iObservation system and the Outlook calendar. For formal observations, each feedback session will be documented as a part of the post observation conference in iObservation. An Outlook Calendar invitation for the post conference meeting will also be generated. For feedback related to informal observations, any artifacts related to feedback will be collected by the administrative team and, where appropriate, entered into iObservation. We will conduct 174 informals and 24 formals over the course of the school year. Observations will be done by the principal and assistant principal. |
| **Person responsible for monitoring outcome:** | Victor Lowrimore (lowrimorev@santarosa.k12.fl.us) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | The strategy utilized for this area of focus is specific to timely feedback from the most recent observation. The feedback given can be supported by data and will result in modifications in the teacher's behavior and actions that can be taken back to the classroom and used to enhance instruction and improve student learning. |

| | |
|---|---|
| **implemented for this Area of Focus.** | |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | This strategy was selected because prior observation data has shown that our evaluation process was not providing teachers with specific feedback. The feedback we will give under the observation and feedback protocol will provide teachers with the information they need to adjust instructional practices in very specific ways that will impact student performance. Part of the feedback loop includes the percentage of students who are demonstrating the "desired effect" in the classroom based on formative assessments. This specific number allows teachers to get data based feedback to see "How they are doing" in achieving the learning intentions for their students. According to John Hattie, this practice has a high effect size (.90) Providing formative evaluations. |

**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.

The instructional staff will be divided between the principal and the assistant principal for the purpose of conducting both formal and informal observations.

**Person Responsible** Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

The instructional staff will be provided initial training in the new Marzano Focused Teacher Evaluation Model by the WBMS administration.

**Person Responsible** Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

Following each formal observation, the principal or assistant principal will set a post observation conference with the teacher to be observed through the Outlook Calendar. This conference is for the purpose of sharing specific feedback using data collected during the teacher's formal observation. Feedback information will be documented in iObservation.

**Person Responsible** Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

After each informal observation, the administration will attempt to offer feedback to the teacher observed using the most appropriate method. Any feedback will be documented in the iObservation platform.

**Person Responsible** Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

Specific training on each of the four domains will be offered throughout the school year for all instructional personnel. PLCs will be developed around each of the domains for training, collaboration, and feedback purposes.

**Person Responsible** Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

Content area teachers will be specifically identified and trained at the district level. These teachers will then utilize the train-the trainer model to train their colleagues on the different aspects of the Marzano Instructional Model.

**Person Responsible** Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

| #2. 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.** | Our ESSA data showed that our students with disabilities subgroup was at 37%. Specifically ELA scored 27% and Math scored 45% in the lowest 25%. We will focus on ELA by increasing proficiency for our lowest quartile and learning gains on the new FAST (Florida Assessment of Student Thinking) progress monitoring tests for students with disabilities. 2022 FSA results showed 30% of our students with disabilities were in the lowest 25% of students in ELA, and only 36% of our students with disabilities achieved learning gains. Focusing on supporting our students with disabilities will increase proficiency of these students in the lowest 25% and increase student learning gains within the FAST assessments. This is an area we feel we need to work on as the services our ESE, lowest 25%, and ELA students were receiving were disconnected and were not working in unison. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Since we are unable to compare FAST scores to FSA scores for learning gains, we would like to achieve an increase of one achievement level in ELA student performance for at least 50% of our students with disabilities when comparing our Fall 2022 progress monitoring test, to the final Spring 2023 progress monitoring test. We feel that by encouraging our students to increase in one achievement level that the comparison data would most closely aligns with prior data on Learning Gains, thus giving a better analysis of the overall progress of our students. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Monitoring will occur for our students with disabilities through the FAST progress monitoring tests with the Fall 2022, Winter 2022, and Spring 2023 assessments. |
| **Person responsible for monitoring outcome:** | Victor Lowrimore (lowrimorev@santarosa.k12.fl.us) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | With WBMS needing more focused support for our ESE students in ELA for the lowest 25%, our intensive reading teacher will collaborate with our ESE teachers in supportive strategies for ELA intensive interventions focused on students with disabilities. The ESE teachers will then implement these supports within their learning strategies classrooms to support all of our ESE students and not just those in our Intensive Reading program. ESE teachers will monitor their student's data from the FAST assessment and collaborate with the intensive reading teacher to target areas as needed. |

| | |
|---|---|
| **implemented for this Area of Focus.** | |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | The interventions provided in the Intensive Reading program include but are not limited to phonics, vocabulary, comprehension, root word, and writing intervention. Teachers will collaborate together to provide interventions for students with learning needs in intensive reading as well as learning strategies (Hattie Effect Size .77). Teachers will be able to work with SWD in small groups to assess their understanding and provide clear and concise feedback (Hattie Effect Size .73). Learning strategies teachers (also ELA certified and providing inclusion support) will be able to to elaborate and provide additional reading interventions in collaboration with the intensive reading classroom. |

**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.

Intensive reading teacher will work with ESE teachers to identify students who are receiving Intensive Reading, Learning Strategies, both classes, and neither of these classes.

**Person Responsible** Kimberly Rankin (rankink@santarosa.k12.fl.us)

Intensive Reading teacher will collaborate with ESE teachers to provide supportive strategies for intensive reading interventions.

**Person Responsible** Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

ESE teachers will implement intensive reading strategies for ESE students in Learning strategies.

**Person Responsible** Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

ESE students will be monitored with a PMP as needed.

**Person Responsible** Kimberly Rankin (rankink@santarosa.k12.fl.us)

Student with disabilities FAST data will be monitored by ESE teachers.

**Person Responsible** Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

ESE teachers will collaborate with intensive reading teacher to target specific areas as needed.

**Person Responsible** Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

| #3. Positive Culture and Environment specifically relating to Attendance | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | An area of focus for the 2022-2023 school year for WBMS is attendance. We had 91 students that had an attendance rate below 90%. We would like to focus on decreasing the amount of students that have an attendance rate below 90% to ensure our students are receiving core instruction directly from the teacher within the classroom. This will also aid in ensuring our attendance rate is at or above 96%. Research shows that attendance has a direct correlation on student achievement, therefore with an increase in student attendance, there should be an increase in student achievement scores for all subject areas. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | By implementing the district's plan for addressing attendance and truancy while building relationships, our goal for the 2022-2023 attendance rate is to be at or above 96%. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Administration will regularly monitor attendance rates and discuss any concerns at administrative team meetings. Specifically, reports will be ran for students who accumulate 5 absences in 30 days, 10 absences in 90 days, the DMV report, and reports to monitor the amount of unexcused absences throughout the year. |
| **Person responsible for monitoring outcome:** | Kimberly Rankin (rankink@santarosa.k12.fl.us) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | We will be building relationships with our Tier III students (those whose attendance falls below the 90% threshold) as well as reach out to families to assist in identifying the barriers for the student attending school. Effective student centered communication with parents will help them to understand the connection between strong attendance and student achievement. Attendance Works highlights the importance of keeping parents involved in their child's education, so we will be having all of our teachers provide their lesson plans on PlanBook for students and families to have access to. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.** | Attendance is extremely important to a student's academic success. If a student is absent regularly from school, they are missing out on valuable instructional time. Through building relationships, (Hattie Effect Size .52) we will assist students in feeling connected to their teachers and school. The attendance data from the 2021-2022 was used to select these strategies. |

**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.

Follow the district's truancy plan procedures to include phone calls, attendance meetings, and/or truancy meeting with parents.

**Person Responsible** Kimberly Rankin (rankink@santarosa.k12.fl.us)

Call parents to provide supports if needed to get student to school as well as inform parent of how to access work missed when absent.

**Person Responsible** Kimberly Rankin (rankink@santarosa.k12.fl.us)

Teachers will ensure their lesson plans are in Planbook for students that are not present. Teachers will also provide instruction for students during technology days on how to access Planbook and provide instructions for parents in their syllabus. Instructions will also be made available on the school's website.

**Person Responsible** Kimberly Rankin (rankink@santarosa.k12.fl.us)

Tier III truancy students will be discussed weekly at the administrative team meetings to identify potential barriers and provide supports where needed.

**Person Responsible** Kimberly Rankin (rankink@santarosa.k12.fl.us)

Tier III students will be assigned a mentor to increase communication and work on building relationships with. Mentors will be assigned by grade level to those that are in their lunch period.

**Person Responsible** Kimberly Rankin (rankink@santarosa.k12.fl.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.**

At WBMS we are working on building relationships with our teachers, students, and parents. We have created positive referrals to support our HERO (Help, Encourage and Respect Others, Ourselves and Our School) program. Students who receive a positive referral will have parents contacted, they will be

showcased on ITV and our scrolling announcements. We will also work on showcasing teachers that display our HERO attributes.

We are also increasing our support for student's mental health to include the Youth Mental Health training required by staff as well as providing Suite 360 for our students through our Social Studies Department. We have implemented clubs and organizations to include Anchored 4 Life, National Junior Honor Society (NJHS), Student Government Association (SGA), Students Working Against Tobacco (SWAT) and other organizations. This year we are applying to be a Purple Star School in order to support our military families. One way we have done that is through Anchored 4 Life. In this program our students are working on creating an environment for new students to feel welcomed and supported. Our Anchored 4 Life program is focused on military families, but they support all new students. Another way to have students feel included is through our SWAT club. Through this club our students will learn how to become leaders and be student ambassadors while educating their peers on the dangers of tobacco use.

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

All programs mentioned above include all stakeholder groups in some capacity whether parents, teachers, students, or community. There is a role for each stakeholder group to play in promoting a positive school culture and environment. The development and implementation of these programs have come through our teachers and administration, as well as input received from our stakeholder groups, like our School Advisory Council.
Our teachers and staff have the responsibility of implementing these programs in their classrooms and around campus. Their consistent implementation of these programs is important to maintain momentum throughout the school year. Administration provides the tools, time, and messaging to move these programs forward and to ensure that they are implemented with fidelity. Our School Advisory Council receives periodic reports on the progress of these programs and provides funding when needed for any materials for these programs. We also receive input from students about these programs as we seek to make them something that they respond to and that they see as a positive part of our campus. Support from each of these stakeholder groups ensures success and lends to promoting a positive school environment and a culture conducive to learning.