

Sumter District Schools

Wildwood Middle/ High School



2022-23 Schoolwide Improvement Plan

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Wildwood Middle/ High School

700 HUEY ST, Wildwood, FL 34785

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

Demographics

Principal: Rodney Rocker

Start Date for this Principal: 8/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (41%) 2018-19: C (49%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 is pending approval by the Sumter County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Wildwood Middle/ High School

700 HUEY ST, Wildwood, FL 34785

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Hisey, Allan	Principal	The Leadership Team at Wildwood Middle High School is a diverse group of educators with one common goal: student success. Members of our team meet regularly in an effort to establish clear and precise goals through communication and collaboration.
Crosby, Laticia	Assistant Principal	
Wulff, James	Assistant Principal	
Ragar, Dee	Instructional Coach	
Lipham, Chelsea	Administrative Support	
Keeler, Emily	Teacher, K-12	
Strickland, Laura	Teacher, K-12	
Underhill, Andrew	Teacher, K-12	
Williams, Jennifer	Teacher, K-12	

Demographic Information

Principal start date

Sunday 8/15/2021, Rodney Rocker

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.*

2

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.*

19

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

815

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

17

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

15

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	158	126	139	135	114	90	117	879
Attendance below 90 percent	0	0	0	0	0	0	59	45	48	50	40	32	54	328
One or more suspensions	0	0	0	0	0	0	72	54	78	55	38	32	36	365
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	2	1	2	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	12	48	38	46	35	59	0	238
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	57	39	38	0	0	0	0	134
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	14	27	27	37	34	31	26	196	

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	0	1	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

Date this data was collected or last updated

Monday 8/15/2022

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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	38%	53%	51%				51%	57%	56%
ELA Learning Gains	40%						53%	48%	51%
ELA Lowest 25th Percentile	31%						39%	37%	42%
Math Achievement	24%	39%	38%				43%	45%	51%
Math Learning Gains	29%						48%	46%	48%
Math Lowest 25th Percentile	41%						37%	50%	45%
Science Achievement	34%	42%	40%				36%	71%	68%
Social Studies Achievement	52%	39%	48%				70%	66%	73%

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	48%	63%	-15%	54%	-6%
Cohort Comparison						
07	2022					
	2019	59%	61%	-2%	52%	7%
Cohort Comparison		-48%				
08	2022					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	49%	68%	-19%	55%	-6%
Cohort Comparison						
07	2022					
	2019	41%	62%	-21%	54%	-13%
Cohort Comparison		-49%				
08	2022					
	2019	17%	47%	-30%	46%	-29%
Cohort Comparison		-41%				

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	18%	53%	-35%	48%	-30%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	69%	-21%	67%	-19%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	70%	-13%	71%	-14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	69%	6%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	63%	-14%	61%	-12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	61%	-18%	57%	-14%

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	17	32	26	16	29	44	25	30		88	14
ELL	11	35	33	9	31	54	6				
BLK	29	36	29	13	27	40	28	41	14	95	32
HSP	33	36	26	24	27	37	33	53	50	90	
MUL	36	46		25	26			38			
WHT	49	46	37	36	32	54	44	65	41	81	65
FRL	35	39	31	23	30	40	29	49	24	92	39
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	24	24	15	18	13	26	38		88	14
ELL	25	38	10	28	38						
BLK	36	39	32	22	20	15	30	54	35	91	34

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
HSP	48	51	24	38	36	38	37	52	75	82	
MUL	52	62		33	33		30				
WHT	50	51	41	35	27	31	63	70	58	85	52
FRL	36	43	35	25	23	20	38	53	45	91	38
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	34	23	18	27	18	18	54		73	
ELL	53	63		56	67						
BLK	44	48	33	35	40	29	26	71	63	94	22
HSP	48	59	36	43	43		29	63	55		
MUL	52	50		42	67						
WHT	59	57	47	51	54	48	46	70	39	73	43
FRL	46	53	40	38	44	39	32	63	40	83	28

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	12
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41
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	34
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	50
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Wildwood Middle High School experienced a drop in ELA achievement, learning gains, and ELA lowest 25th percentile. We also had a decrease in Math, Social Studies, and Science achievement. We had a gain in Math learning gains and Math lowest 25th percentile.

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

Wildwood Middle High School is focusing on ELA, Math, and 8th grade science achievement with an emphasis on all of our lagging subgroups.

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

Wildwood Middle High School have seen a significant increase in ELL students with multiple language needs. There has been a high teacher turnover rate the last two years. Finally, the learning lag due to students and teacher absences from COVID have all contributed to our decline in performance and achievement.

The ELL population would benefit from a language program to assist in English acquisition. An increase in focus by both the District and at the school level in teacher recruitment and retention would help with school-wide performance.

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

Wildwood Middle High School showed an increase in Math achievement in both learning gains and from our lowest 25th percentile.

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

Wildwood Middle High School included a math interventionist to aid in student data chats, coordinated volunteers to assist with math tutoring, and assist in professional learning within our math department.

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

Small Group Instruction

Data Chats with Teachers and Students

School-wide Professional Development Focus Classroom Management, Writing and Reading Across the Disciplines, Collaboration, Standards-based planning

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.

Wildwood Middle High School developed professional development tracks that teachers are placed on based on schoolwide data, teacher experience, and student needs. The tracks are: Classroom management, critical reading and writing across all disciplines, Collaboration, and standards-based planning.

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

Wildwood Middle High School will utilize Math and English Language Arts interventionists to identify struggling students and provide additional instruction based on needs.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 FSA ELA data, 38% of students scored a Level 3 or higher. This indicates that 62% of students scored below proficiency. This is below the district and state averages. This impacts student performance across all content areas because the basis of learning content is embedded in reading comprehension ability.

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

Overall Achievement: Improve overall percentage of students to 60% at proficiency for each FAST PM assessment.
 Learning Gains: 100% of students will show learning gains after each FAST PM assessment.
 Bottom Quartile: 100% of students will show learning gains after each FAST PM assessment.

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

Monitored through administrative walkthroughs, lesson plan reviews, and weekly common grade level meetings.

Person responsible for monitoring outcome:

Laticia Crosby (laticia.crosby@sumter.k12.fl.us)

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

SMALL GROUP INSTRUCTION
 DATA CHATS WITH TEACHERS AND STUDENTS
 School-wide Professional Development Focus Classroom Management, Writing and Reading Across the Disciplines, Collaboration, Standards-based planning

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

Small group instruction will allow the teacher to differentiate and cater to the educational needs of our students.
 Teachers will discuss current data with students in real time which empower both the teacher and the student individualize their learning.

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.

No action steps were entered for this area of focus

#2. 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.

Based on the 2022 data, 24% of our students showed proficiency on the Math assessments. This low performance in Algebra I is, at least in part, a result of low math skill set before entering the course as well as the offering of the course at the middle school level for high skill set students.

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

Overall Achievement: Improve overall percentage of students to 50% at proficiency for each FAST PM assessment.
 Learning Gains: 100% of students will show learning gains after each FAST PM assessment.
 Bottom Quartile: 100% of students will show learning gains after each FAST PM assessment.

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

Classroom teachers, curriculum contact, and department chair, and interventionist teacher. Monitored through administrative walkthroughs and lesson plan reviews

Person responsible for monitoring outcome:

Allan Hisey (allan.hisey@sumter.k12.fl.us)

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

SMALL GROUP INSTRUCTION
 DATA CHATS WITH TEACHERS AND STUDENTS

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

Small group instruction will allow the teacher to differentiate and cater to the educational needs of our students.
 Teachers will discuss current data with students in real time which empower both the teacher and the student individualize their learning.

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.

Adherence to all grades math curriculum: to include Savvas for MS, Big Ideas for Algebra 1, and Geometry Nation for Geometry

Person Responsible [no one identified]

Adherence to MS math curriculum: I-ready online platform (45 minutes MAX per week) and supported online materials, along with new B.E.S.T. standards printed material

GROUP: LEVEL ONE STUDENTS AND MTSS STUDENTS

Receive additional pullout or pushin

Person Responsible [no one identified]

Adherence to HS math curriculum: B.E.S.T. (Algebra 1 and Geometry) and SAT and ACT test preparatory skills (all other math courses)

GROUP: LEVEL ONE AND TWO STUDENTS

PAWs pullout

Person Responsible [no one identified]

MTSS weekly assessments for reporting- through Progress Learning

Person Responsible	[no one identified]
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Monthly math department PLCS focused on SUCCESES and STRUGGLES in instructional delivery and student work evidence share-outs (standards, curriculum and data adherence discussion in these share-outs)

2nd week of the month

Person Responsible	[no one identified]
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#3. 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.

Based on the 2022 Science data, 34% of students in grades 6, 8 and 10 scored a level 3 or higher. This indicates that 66% of students scored below proficiency. This is below the district and state averages.

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

Overall achievement: Increase percentage of students to 60% proficient on FSA 8th Grade Science Assessment
 Learning Gains: 100% of students will show learning gains
 Bottom Quartile: 100% of students in the bottom quartile will show learning gains

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

Supported by Science Chair/Administration/ELA Interventionist/Curriculum Coach
 Monitored through Administrative Walkthroughs & Lesson Plan Checks

Person responsible for monitoring outcome:

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

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

Science Department PLC concentration on direct instruction with focus on standards as well as small group instruction and data chats with teachers and students.

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

Small group instruction will allow the teacher to differentiate and cater to the educational needs of our students.
 Teachers will discuss current data with students in real time which empower both the teacher and the student individualize their learning. Standards based instruction helps guide the planning, implementation, and assessment of student learning.

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.

Adherence to Science curriculum: HMH Science Fusion resources utilized

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

Breakdown and weekly review of items specs during planning period

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

Meet monthly with 8th grade Reading and ELA teachers to develop common vocabulary and related text.

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

Minimum of four common quarterly pre and post assessments (Progress Learning) reviewed by Lead Science Chair and Administration

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

Daily utilization of WICOR strategies

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

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2021-2022 data, five of our seven student subgroups performed at 40% or less. Black, Students with Disabilities, Economically Disadvantaged, ELL, and our Multiracial students all performed below this level.

Measurable Outcome:

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

100% of students will show learning gains from PM1 to PM3
 100% of students in all ESSR categories will show learning gains from PM1 to PM3

Monitoring:

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

Classroom teachers, curriculum contact, and department chair, and interventionist teacher
 Monitored through administrative walkthroughs and lesson plan reviews

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Small Group Instruction
 Standards based instruction
 Teacher and student Data Chats

Rationale for Evidence-based Strategy:

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

Small group instruction will allow the teacher to differentiate and cater to the educational needs of our students.
 Teachers will discuss current data with students in real time which empower both the teacher and the student individualize their learning. Standards based instruction helps guide the planning, implementation, and assessment of student learning.

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.

No action steps were entered for this area of focus

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.

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

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

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

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

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