Woodlawn Beach Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Woodlawn Beach Middle School

1500 WOODLAWN WAY, Gulf Breeze, FL 32563

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

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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

Name	Position Title	Job Duties and Responsibilities
		• Serve as a member of the Superintendent's District-wide management team. • Provide leadership in the school improvement process and implement the school improvement plan. • Maintain visibility and accessibility on the school campus. • Implement School Board policy, collective bargaining agreements, state statutes, and federal regulations as they pertain to the assigned school. • Direct the development of the master schedule and assign teachers according to identified needs. • Establish the job assignments for all school administrators and assess the school-site administrators' performance. • Assume responsibility for all official school correspondence and news releases. • Supervise the preparation and maintenance of accurate and timely reports and records. • 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.) • Act on the Principal's behalf in his/her absence. • 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. • Develop the master teaching schedule and assign teachers according to identified needs. • Utilize current educational trends in the planning and preparation of the school instructional program. • Interpret and enforce School Board policy, state statutes and federal regulations. • Implement the accreditation program for the assigned school. • Coordinate in the selection of textbooks, material and equipment needed at the assigned school. • Manage and administer the testing program for the school. • 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. • Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. • 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. • Provide leadership in the event of school crisis and/or civil disobedience. • Provide leadership in the school improvement process. • Administer and develop teacher duty rosters for the school. • Provide supervision while maintaining visibility about the campus and classroom. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school.

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

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

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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

When WBMS receives data throughout the school year on academic, attendance, and behavior the information is provide to our School Advisory Council (SAC). Our SAC committee is made up of parents (non-school employees), business/community leaders, teachers, support staff, and the principal. At our SAC meetings we review the data for any of our FAST progress monitoring assessments, attendance

data, and discipline data. Through the meetings, the principal gets feedback from the members to help guide the development of the SIP. The SAC committee was invited to review the School Improvement plan on August 4, 2023.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/ Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be o review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	35%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	

DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	45	25	41	111
One or more suspensions	0	0	0	0	0	0	5	33	53	91
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	0	2	7
Course failure in Math	0	0	0	0	0	0	9	0	1	10
Level 1 on statewide ELA assessment	0	0	0	0	0	0	34	58	62	154
Level 1 on statewide Math assessment	0	0	0	0	0	0	31	55	35	121
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	12	12	14	38

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	20	24	41	85

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	29	28	34	91
One or more suspensions	0	0	0	0	0	0	9	61	59	129
Course failure in ELA	0	0	0	0	0	0	7	1	0	8
Course failure in Math	0	0	0	0	0	0	14	1	0	15
Level 1 on statewide ELA assessment	0	0	0	0	0	0	40	32	51	123
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	40	44	128
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	18	12	20	50

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	23	32	37	92

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	29	28	34	91
One or more suspensions	0	0	0	0	0	0	9	61	59	129
Course failure in ELA	0	0	0	0	0	0	7	1	0	8
Course failure in Math	0	0	0	0	0	0	14	1	0	15
Level 1 on statewide ELA assessment	0	0	0	0	0	0	40	32	51	123
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	40	44	128
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	18	12	20	50

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	23	32	37	92

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	58	49	62	59	50	60		
ELA Learning Gains				49			48		
ELA Lowest 25th Percentile				41			32		
Math Achievement*	73	68	56	75	38	36	68		
Math Learning Gains				69			62		
Math Lowest 25th Percentile				60			46		
Science Achievement*	62	61	49	68	69	53	61		
Social Studies Achievement*	73	74	68	73	66	58	74		
Middle School Acceleration	68	68	73	72	54	49	62		
Graduation Rate					64	49			
College and Career Acceleration					79	70			
ELP Progress		75	40		64	76			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	569
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	4	
ELL	31	Yes	1	1
AMI				
ASN	75			
BLK	56			
HSP	65			
MUL	72			
PAC				
WHT	67			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	3	
ELL	43			
AMI				
ASN	85			
BLK	41			
HSP	64			
MUL	66			
PAC				
WHT	64			
FRL	56			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			73			62	73	68			
SWD	20			30			29	36	75		5	
ELL	23			38							2	
AMI												
ASN	71			79							2	
BLK	39			57			73				3	
HSP	54			68			65	69	69		5	
MUL	65			83			66	81	64		5	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	59			74			61	72	69		5	
FRL	52			65			58	72	61		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	62	49	41	75	69	60	68	73	72			
SWD	21	32	27	33	54	45	27	40	55			
ELL	29	46		43	54							
AMI												
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			
PAC												
WHT	62	51	41	79	69	58	69	75	72			
FRL	52	44	35	65	68	56	58	63	63			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	60	48	32	68	62	46	61	74	62			
SWD	23	32	19	30	46	37	31	26				
ELL	14	31	20	45	73							
AMI												
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			
PAC												
WHT	61	47	30	70	62	45	67	73	62			
FRL	50	47	35	54	54	39	49	58	51			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	56%	54%	2%	47%	9%
08	2023 - Spring	58%	56%	2%	47%	11%
06	2023 - Spring	56%	55%	1%	47%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	67%	63%	4%	54%	13%
07	2023 - Spring	59%	48%	11%	48%	11%
08	2023 - Spring	87%	76%	11%	55%	32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	61%	58%	3%	44%	17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	58%	38%	50%	46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	55%	45%	48%	52%

CIVICS						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	72%	71%	1%	66%	6%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

English/Language Arts showed the lowest performance, with 57% of students scoring a Level 3 or better on the PM 3 FAST. WE have seen a trend downward in the percentage of students scoring a level three or higher. We are attempting to identify possible reasons for the decline. There is nothing obvious and our ELA/Reading department is a highly engaged with little turnover. One possible reason is the opening of a new school which seems to have had an impact on our overall scores. We will see if that trend continues.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science showed the greatest decline with a 7 point decrease from the previous year. Two of the three instructors were new to Woodlawn Beach. One of the new teachers was out of field.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All data components are above the state average. The largest gaps are in 8th grade math, Algebra and Geometry.

Which data component showed the most improvement? What new actions did your school take in this area?

Overall, math showed the most improvement. We believe this was due to adjustments we made to intensive math. Our intensive math students showed great progress.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is the high number of 8th grade students with 2 or more early warning indicators. The number is much higher than 6th and 7th grade. Also, the attendance rate is cause for concern and a continued area of focus.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improvement in scores for SWD students
2. Improvement in ELA student performance
3. Implementation of PLCs
4. New discipline initiative

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our ESSA data showed that our students with disabilities subgroup was at 37% for the 21-22 school year. Throughout WBMS, 57% of our students scored proficient in English Language Arts (ELA), and 76% were proficient in Math. To support all of our students, especially students with disabilities, we will continue our focus on increasing our scores within ELA by completing targeted assessments through the program Progress Learning. Focusing on ELA, through the program Progress Learning will allow teachers to target standards specific to each individual student's needs.

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

By working specifically on the standards that Progress Learning identifies as weaknesses, our teachers will adjust instructional practices to target those standards. Our goal, is for at least 50% of our students with disabilities to achieve an increase of at least one achievement level in English Language Arts when comparing our data between the Spring 2023 FAST assessment to the Spring 2024 FAST assessment. This will result in our students with disabilities subgroup to increase above 40% proficient proficiency.

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

Students with disabilities will increase their scores within the Progress Learning assessments that will be given three times throughout the year. After each assessment, teachers will adjust their instructional focus to support the lower performing standards specific to the assessment. As students complete assessments, teachers and administration will monitor the scores to monitor the learning gains on the Progress Learning program.

Person responsible for monitoring outcome:

Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students with disabilities need a targeted focus on areas of deficit. In a study conducted in 2018-2019 all grade levels in the study increased their test scores by utilizing the Progress Learning program. By utilizing the Progress Learning assessment teachers and students are able to identify areas in which they are not as proficient and make educational decisions about what areas students need instruction. Teachers will implement the assessments and work with ESE caseload managers, to support targeted instruction. Teachers can also utilize the program as an intervention tool to help identify when the student is able to have a better understanding of each standard, and if needed move forward with more challenging standards.
Source:
Relationship Between Progress Learning Product Use and Student Performance
A Product Efficacy Report

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By assessing the students three times a year through Progress Learning, teachers can identify the specific standards students struggle with. Through this method of practice testing (Hattie effect size .54), teachers can target instruction to increase each student's knowledge utilization of each specific standard. When a student meets mastery of a standard, they are then able to continue on to another standard. While

providing this intervention for students with disabilities (Hattie effect size .77), teachers will be able to make important educational adjustments to ensure mastery of the standards.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Development/identification of standards based assessment within the Progress Learning program. Students will then be given the assessment.

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

By When: During the first quarter.

After the assessment, teachers will analyze data to focus their standards based instruction on areas of needs for students with disabilities.

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

By When: After the assessment through the implementation of the next Progress Learning standards based assessment.

The process will repeat for 3 times with alterations being made towards the standards based instruction of each teacher with a primary focus on students with disabilities.

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

By When: Throughout the year.

#2. Instructional Practice specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The PLC process at Woodlawn Beach Middle School has been informal and unorganized. Therefore, WBMS will implement a formal PLC process that will be focused on the Marzano Focused Teacher Evaluation Model. Specifically, the PLCs will focus on learning targets and scales, student led teams, and any other areas of interest for our teachers.

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

Short Term: 80% of our teachers will earn 8 in-service points for participation is school based PLC's over the 2023-2024 school year.
Long Term: The Standard for Professional Learning for Implementation will increase on the SAI Survey from 2.6 to 3.0, indicating that the improvements established through PLCs are sustained over time and that our teachers are actively engaged in and committed to change efforts and continuous growth.

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

Short Term: Attendance and Inservice Logs will be provided to administration to participation rates. PLC leaders will provide artifacts from PLC meetings that indicate
Long Term: Administration of the SAI Survey to determine growth in the Standard for Professional Learning for Implementation/ Year 2.

Person responsible for monitoring outcome:

Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to reach the identified goals, we will implement best practices for Professional Learning Communities. These best practices promote a campus-wide, principal led process that results in a cultural change and long-term, sustained improvement.
Principal's Playbook: Professional Learning Communities / Dr. Richard Dufour
https://www.theprincipalsplaybook.com/instructional-leadership/plc-dufour

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

"The PLC process is not a program. It cannot be purchased, nor can it be implemented by anyone other than the staff itself. Most importantly, it is ongoing—a continuous, never-ending process of conducting schooling that has a profound impact on the structure and culture of the school and the assumptions and practices of the professionals within it." Dr. Richard Dufour

Viewing PLCs as a major piece part of sustained continuous improvement is a necessary cultural shift at WBMS.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify teachers who will lead PLCs for the 2023-2024 school year and schedule an initial training meeting during pre-planning.

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

By When: August 1, 2023

Create PLC meeting schedule for the 2023-2024 school year and share with the faculty and staff.

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

By When: August 2, 2023

Provide teachers with the opportunity to create their own PLCs within the framework provided.

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

By When: August 2, 2023

Collect artifacts and evidence created as a result of PLCs through classroom observations, meeting rosters, and planning notes/agendas.

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

By When: Ongoing

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

2022-2023 Spring state assessment data results demonstrated the following proficiency percentages: ELA - 57%, Math - 76%, Science - 61%, and Social Studies 72%. Additionally, classroom walkthrough data reflected that the average score for "Aligning Resources to Standards" was 76% of teachers effectively aligned instruction to benchmarks. Benchmark-aligned instruction is a process for planning, delivering, monitoring, and improving expectations clearly defined in academic content standards which provide the basis for content in instruction and assessment. Increased exposure to explicit, benchmark-aligned instruction will improve learning outcomes for all students.

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

Short Term: Walkthrough data will increase to 80% at mid-year and 85% at the end of the year in the area of teachers delivering explicit benchmark-aligned instruction. FAST data will reflect a minimum of a 2% increase of students proficient in all content areas by the end of the year.
Long Term: Walkthrough data will increase to 90% at the mid-year and 100% at the EOY in the area of teachers delivering explicit benchmark-aligned instruction. FAST data will reflect a minimum of an additional 2% increase of students proficient in all content areas by the end of the year.

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

The school leadership team will review lesson plans via Planbook to provide support and feedback to teachers. Department and grade level chairs will be available during common planning to support the development of explicit, intentional instruction that is aligned. The school leadership team will walk classrooms in all grade levels bi-weekly to monitor the delivery of instruction. The leadership team will meet weekly to review trends and adjust as needed.

Person responsible for monitoring outcome:

Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to increase benchmark-aligned instruction in classrooms, we will effectively implement the Marzano Focused Teacher Evaluation Model framework with "provides a methodology to support teacher growth as teachers make instructional shifts necessary to support students in rigorous, standards-based classrooms" (1). The model draws upon data from field research and validation studies, couples with findings from the extant literature on rigorous, standards-based instruction (2).
(1) https://www.marzanocenter.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf
(2) https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Explicit, standards-aligned instruction ensures students have the opportunity to access the targeted grade level expectations. The Marzano Focused Teacher Evaluation Model is supported by wide research and demonstrates significantly increased student growth scores (1). The model is comprised of four domains directly tied to student achievement, two, Standards-Based Planning and Standards-Based Instruction,

explicitly align to the Area of Focus.
https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/
FTEM_Updated_Michigan_08312017.pdf

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Department/Grade level chairs and school administration will facilitate grade-level planning and provide support on how to develop benchmark-aligned lessons.

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

By When: This will occur bi-weekly.

The leadership team will meet to review trends in observation data, classroom walkthrough data, lesson plans, and feedback from chairs to adjust as needed.

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

By When: This will occur quarterly.

Department/Grade level chairs and administration will support teachers with professional development in benchmark-aligned instruction.

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

By When: As needed.

Review FAST data proficiency rates in all core subject areas.

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

By When: After each FAST Progress Monitoring testing session.

Review FAST data proficiency rates in all core subject areas.

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

By When: After each FAST Progress Monitoring testing session.

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An area of focus for the 2023-2024 school year for WBMS is student discipline. We have seen a increase of 81% in student referrals in the area of following school rules from the prior school year. Out of school suspensions have also increased 37% compared to the prior school year. We would like to focus on decreasing the amount of students referrals in the area following school rules and the out of school suspensions and place a emphasis on school expectations of resilience, accountability and dependability.

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

There will be a 10% decrease in student referrals in the area of school rules and out of school suspensions compared to 2023.

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

At the end of the school year, WBMS will compare the number of discipline referrals in the area of school rules and the number of out of school suspensions to the previous 2023 school year to determine if there was a 10% decrease.

Person responsible for monitoring outcome:
Jennifer Netro (netroj@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

WBMS is set to introduce a novel R.A.D program that places emphasis on the fundamental principles of Resiliency, Accountability, and Dependability, with a fostering positive behavior support.
Multiple rigorous studies show that (1) PBIS holds the capacity to enhance various student outcomes, with Tier 1 PBIS proving particularly effective for students who require the most support. In addition (2) John Hattie's Visible Learning research supports that the incorporation of a motivation or character program is likely to yield a positive impact on student learning.

(1)
https://global-uploads.webflow.com/5d3725188825e071f1670246/
64232b64f8be241a26595394_IES%20MTSS-B%20Trial-
%20Key%20Takeaways%20for%20District%20and%20State%20Leaders.pdf

(2)
https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-
DEC-2017.pdf

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to John Hattie's visible learning and the Influences that affect student achievement (1) decreasing disruptive behaviors likely positively impact student achievement. (2) Suspension and expelling students are likely to have a negative impact on student achievement. Through the implementation of our RAD program, it will decrease the number of classroom referrals for disruptions and suspensions allowing more focus on academics increasing student success.

https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Development of new PBIS module and focus area.

Person Responsible: Jennifer Netro (netroj@santarosa.k12.fl.us)

By When: Before the beginning of the school year

Develop and implementation of PBIS Modules to consign with WBMS Mentor program.

Person Responsible: Jennifer Netro (netroj@santarosa.k12.fl.us)

By When: Monthly

Reward system for students identified by teachers for monthly character traits.

Person Responsible: Jennifer Netro (netroj@santarosa.k12.fl.us)

By When: Monthly

Monitoring and comparing discipline data while adjusting focus as needed.

Person Responsible: Jennifer Netro (netroj@santarosa.k12.fl.us)

By When: Monthly

Referrals will be tracked by student/teacher throughout the school year to ensure appropriate supports and interventions are in place.

Person Responsible: Jennifer Netro (netroj@santarosa.k12.fl.us)

By When: Monthly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In order to fund the resources needed to implement the strategies, we will be reaching out to local community agencies to help support students incentives and rewards. We will use the general school fund when needed to purchase materials for the PLCs. Any trainings needed for supports for ELA or for Marzano training will be provided by district personnel. We feel that the previous positive behavior program had ran its course. By implementing the new program we will be focusing on resiliency, accountability, and dependability. Moving forward we will be working with community stakeholders to help with resources in supporting our students for good behavior.