Wildwood Middle/ High School

2023-24

Schoolwide Improvement Plan (SIP)

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Wildwood Middle/ High School

700 HUEY ST, Wildwood, FL 34785

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

School Board Approval

This plan was approved by the Sumter County School Board on 11/14/2023.

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.

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, 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
Wulff, James	Assistant Principal	
Patrick, Alison	Assistant Principal	
Weems, Keith	Assistant Principal	
Ragar, Dee	Instructional Coach	
Lipham, Chelsea	Administrative Support	
Rocker, Rodney	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.

The process is reviewed and approved by the School Advisory Council which is comprised of community members, parents, teachers, school staff, district leadership, and students to match our school demographics. When the School Improvement Plan is presented to the School Advisory Council, they have an opportunity to ask questions and make recommendations for any revisions. Additionally, the School Leadership Team, AVID Site Team, and faculty members participate in the development and continuous improvement of the plan.

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))

WMHS will have progress monitoring data from FAST, I-Ready, Study Island, Progress Learning and Read 180 that will be reviewed with all stakeholders during our SAC meetings. Regular review of lesson plans and weekly administrative walkthroughs will also be shared. Selective placement of our MTSS students in classes with enhanced learning opportunities will also be constantly monitored. The District will monitor the implementation of the plan through monthly calls with the Bureau of School improvement. Goals will be reviewed with staff monthly for reflection and improvement opportunities.

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)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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)* 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: C 2019-20: C 2018-19: C 2017-18: C
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	77	82	74	233
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	20	0	0	20
Course failure in Math	0	0	0	0	0	0	10	2	3	15
Level 1 on statewide ELA assessment	0	0	0	0	0	0	41	62	51	154
Level 1 on statewide Math assessment	0	0	0	0	0	0	39	55	49	143
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 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	0	0	0	

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	18	15	4	37
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	59	45	48	328
One or more suspensions	0	0	0	0	0	0	72	54	78	365
Course failure in ELA	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	2	1	2	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	12	48	38	238
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	39	38	134
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	14	27	27	196

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

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	59	45	48	152
One or more suspensions	0	0	0	0	0	0	72	54	78	204
Course failure in ELA	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	2	1	2	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	12	48	38	98
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	39	38	134
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	14	27	27	68

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

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*	38	48	50	38	53	51	44		
ELA Learning Gains				40			47		
ELA Lowest 25th Percentile				31			33		
Math Achievement*	32	39	38	24	39	38	30		
Math Learning Gains				29			26		
Math Lowest 25th Percentile				41			24		
Science Achievement*	30	55	64	34	42	40	43		
Social Studies Achievement*	55	50	66	52	39	48	62		
Middle School Acceleration	54			32	25	44	53		
Graduation Rate	95	94	89	89	60	61	88		
College and Career Acceleration	53	71	65	42	59	67	39		
ELP Progress	76		45	36			46		

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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	8

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	12
Percent Tested	98
Graduation Rate	89

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	37	Yes	4	
ELL	30	Yes	2	2
AMI				
ASN				
BLK	45			
HSP	55			
MUL	40	Yes	2	
PAC				
WHT	57			
FRL	49			

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	32	Yes	3	
ELL	27	Yes	1	1
AMI				
ASN				
BLK	35	Yes	1	
HSP	41			
MUL	34	Yes	1	
PAC				
WHT	50			
FRL	39	Yes	1	

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	38			32			30	55	54	95	53	76
SWD	19			21			23	39		25	6	
ELL	27			19			8	20			5	76
AMI												
ASN												
BLK	30			24			19	53	47	49	7	
HSP	41			34			38	55	67	22	8	81
MUL	41			25			33	60			4	
PAC												
WHT	46			40			39	59	57	67	7	
FRL	37			30			29	53	47	52	7	

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	38	40	31	24	29	41	34	52	32	89	42	36
SWD	17	32	26	16	29	44	25	30		88	14	
ELL	11	35	33	9	31	54	6					36
AMI												
ASN												
BLK	29	36	29	13	27	40	28	41	14	95	32	
HSP	33	36	26	24	27	37	33	53	50	90		40
MUL	36	46		25	26			38				
PAC												
WHT	49	46	37	36	32	54	44	65	41	81	65	
FRL	35	39	31	23	30	40	29	49	24	92	39	

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	44	47	33	30	26	24	43	62	53	88	39	46
SWD	15	24	24	15	18	13	26	38		88	14	
ELL	25	38	10	28	38							46
AMI												
ASN												
BLK	36	39	32	22	20	15	30	54	35	91	34	
HSP	48	51	24	38	36	38	37	52	75	82		30
MUL	52	62		33	33		30					
PAC												
WHT	50	51	41	35	27	31	63	70	58	85	52	
FRL	36	43	35	25	23	20	38	53	45	91	38	

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
10	2023 - Spring	36%	55%	-19%	50%	-14%
07	2023 - Spring	31%	50%	-19%	47%	-16%
08	2023 - Spring	38%	54%	-16%	47%	-9%
09	2023 - Spring	34%	54%	-20%	48%	-14%
06	2023 - Spring	41%	60%	-19%	47%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	41%	69%	-28%	54%	-13%
07	2023 - Spring	24%	62%	-38%	48%	-24%
08	2023 - Spring	20%	54%	-34%	55%	-35%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	15%	49%	-34%	44%	-29%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	49%	-30%	50%	-31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	67%	-3%	48%	16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	59%	-14%	63%	-18%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	66%	-22%	66%	-22%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	64%	-6%	63%	-5%

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.

The data component that showed the lowest performance was 8th Grade Science.
The contributing factors for the lowest performance were a heightened rate of absenteeism by students and teacher turnover throughout the year, both voluntary and involuntary. These factors contributed to student performance because students that were absent missed important instructional components in their classroom and with teacher turnover, some classrooms were left with teachers that were out of field or permanent substitutes that were not certified in the subject area.

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

The data component with the greatest decline from the prior year was Reading.
Again, the two major factors that contributed to this decline were the heightened rate of absenteeism by students and teacher turnover throughout the year, both voluntary and involuntary. Without instruction provided by a certified teacher and students missing several days of instruction, there is bound to be a definite gap in proficiency and data.

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.

The data component with the greatest gap when compared to the state average was English Language Arts. Although the English Language Arts department was a solid group of instructors, there were a few factors that contributed to this gap and trend. One major contribution is the influx of English Language Learner (ELL) students that attended Wildwood Middle High School. Some of our student languages were French, Portuguese, Chinese, as well as Spanish. This caused a disconnect among teachers and students during instruction, due to the lack of resources in some of those languages.

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

Geometry showed the most improved from the 2022 school year to the 2023 school year. The action taken at the school that helped contribute to improvement in this area was the addition a highly effective dedicated geometry teacher.

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

Our number one concern this year will be increasing our student, as well as staff, attendance. Our goal of reaching a 93% attendance rate will be through family contact, addressing school culture, and a more involved PBIS committee.

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

Math
ELA
Science
Raise student attendance rate to 93%
Reduce student office referrals by 40%

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 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.

Based on the 2023 FSA ELA data, 37% of students scored a Level 3 or higher. This indicates that 63% of students scored below proficiency. This is below the district and state averages. This impacts student performance across all content areas because the basis of learning content is embedded in reading comprehension ability.

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

Improve overall percentage of students to 62% 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. Also, monthly data chats will take place in every ELA classroom.

Person responsible for monitoring outcome:

Alison Patrick (alison.patrick@sumter.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.)

Small group instruction, data chats with teachers and students, school-wide professional development focused on classroom management, writing and reading across the disciplines, collaboration, and standards-based planning. WMHS will provide extra support to students during PAWS (6th Period). We will focus on our lower quartile students and provide extra instruction and assistance in Math and ELA. We will also continue to provide services such as MTSS and small group instruction to support students and help increase assessment scores.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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 student and the teacher.

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.

LEVEL ONE STUDENTS AND MTSS STUDENTS
Implementation of new PHONICS program, along with newly aligned B.E.S.T. standards toolbox and

printed material

Person Responsible: Allison Patrick (allison.patrick@sumter.k12.fl.us)

By When: Weekly

1. Data Discovery with Teachers in PLCs
2. Intentional Professional Learning Sessions for Teachers
3. Data Chats with Teachers and Students
4. Development of small groups for intentional interventions
5. i-Ready in middle school Math and ELA
6. School-based walkthroughs with intentional feedback
7. District-based walkthroughs with Intentional feedback

Person Responsible: Allison Patrick (allison.patrick@sumter.k12.fl.us)

By When: Weekly

#2. Instructional Practice specifically relating to Math
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.
Based on the 2023 data, 19% of our students showed proficiency on the Algebra 1 EOC. 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.
Improve overall percentage of students to 62% 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:
James Wulff (james.wulff@sumter.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.)
Small group instruction and data chats with teachers and students. WMHS will provide extra support to students during PAWS (6th Period). We will focus on our lower quartile students and provide extra instruction and assistance in Math and ELA. We will also continue to provide services such as MTSS and small group instruction to support students and help increase assessment scores.
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific 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
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.
Adherence to all grades math curriculum through weekly review of teacher plans and weekly walkthroughs
Person Responsible: James Wulff (james.wulff@sumter.k12.fl.us)
By When: Weekly

1. Data Discovery with Teachers in PLCs
2. Intentional Professional Learning Sessions for Teachers
3. Data Chats with Teachers and Students
4. Development of small groups for intentional interventions
5. i-Ready in middle school Math and ELA
6. School-based walkthroughs with intentional feedback
7. District-based walkthroughs with Intentional feedback

Person Responsible: [no one identified]

By When:

#3. Instructional Practice specifically relating to Science

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.

Based on the 2022 Science data, 15% of students in grade 8 scored a level 3 or higher. This indicates that 85% 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.

Increase the percentage of students to 62% proficient on FSA 8th grade science assessment.

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

Science Department PLC concentration on direct instruction with focus on standards. There will also be standards integration between Reading, ELA and Science Departments.

Person responsible for monitoring outcome:

James Wulff (james.wulff@sumter.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.)

Small group instruction and student led data chats. WMHS will provide extra support to students during PAWS (6th Period). We will focus on our lower quartile students and provide extra instruction and assistance in Math and ELA. We will also continue to provide services such as MTSS and small group instruction to support students and help increase assessment scores.

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

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.

Adherence to Science curriculum: HMH Science Fusion resources utilized.
Meet monthly with 8th grade Reading and ELA teachers to develop common vocabulary and related text.
Minimum of four common quarterly assessments reviewed by Lead Science Chair

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

By When: Ongoing

1. Data Discovery with Teachers in PLCs
2. Intentional Professional Learning Sessions for Teachers
3. Data Chats with Teachers and Students
4. Development of small groups for intentional interventions
5. Study Island for progress monitoring
6. School-based walkthroughs with intentional feedback
7. District-based walkthroughs with Intentional feedback

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

By When:

#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 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.

Based on the 2022-2023 data, five of our seven student subgroups performed at 40% or less:
Black
Students with Disabilities
Economically Disadvantaged
ELL
Multiracial students

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.

Department administrator, curriculum contacts, department chair, and
interventionist teacher will monitor through administrative walkthroughs and lesson plan
reviews.

Person responsible for monitoring outcome:

[no one identified]

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.)

Small Group Instruction
Standards based instruction
Teacher and student Data Chats

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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. WMHS will provide extra support to students during PAWS (6th Period). We will focus on our lower quartile students and provide extra instruction and assistance in Math and ELA. We will also continue to provide services such as MTSS and small group instruction to support students and help increase assessment scores.

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.

1. Data Discovery with Teachers in PLCs
2. Intentional Professional Learning Sessions for Teachers
3. Data Chats with Teachers and Students
4. Development of small groups for intentional interventions
5. i-Ready in middle school Math and ELA
6. School-based walkthroughs with intentional feedback
7. District-based walkthroughs with Intentional feedback

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

By When:

#5. 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.

Build a positive school culture that reaches not only our students and staff, but our entire community.

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

Wildwood Middle High School will increase our attendance rate from 86% to at least 93%. We will also reduce student office referrals by 40%.

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

Attendance will be monitored by grade level Assistant Principals with the aid of an attendance clerk. Child Student Team meetings will be held quarterly to address truant students. We will also promote positive behaviors through our new PBIS program.

Person responsible for monitoring outcome:

[no one identified]

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.)

Multi-tiered interventions will be provided by all members of the staff. 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.

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

To build and reinforce a positive school culture by building relationships among students, staff and the community.

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.

No action steps were entered for this area of focus

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).

Wildwood Middle High School will be utilizing I-Ready, Study Island, Progress Learning, Read 180, as well as local and district resources in order to achieve our academic and social goals. The scheduling of volunteer tutors and mentors will also be a key component of our success.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All community stakeholders, including School Board members will be invited to review our SIP during a School Advisory Council meeting. At that time members of the School Leadership Team, as well as students, will present the plans for improvement. WMHS will provide a parent friendly presentation on our school website as well as at our annual SAC meeting. The school will provide translations of the SIP in languages that parents can understand. This will help ensure that all parents can access important information about their children's education and know what is happening in the school. We will meet quarterly as a SAC committee and review progress of our School Improvement plan. A school newsletter will be sent out periodically to all families and staff members providing a summary of the school's progress towards the goals identified in the SIP. The beginning of the school year we completed a Comprehensive Needs Survey in which previous data, past educational practices, professional development, and overall school needs were reviewed.
https://www.sumter.k12.fl.us/Domain/13

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 93% 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 New Covenant 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. We will improve communication with parents by offering multiple forms of communication, including regular newsletters, emails, phone calls, and social media updates. We will also provide translation services for non-English speaking parents and make themselves available for in-person meetings. Parent-teacher conferences and open houses can be scheduled more frequently to discuss student progress.

We will improve parent involvement by creating more opportunities for parents to be involved in school decision-making processes. We will offer informational sessions that explain how parents can support their children's learning at home. We will strive to increase membership of our Student Advisory Council. Finally, we will consider offering flexible scheduling for school events, such as parent-teacher conferences, to accommodate working parents.

https://www.sumter.k12.fl.us/Domain/13

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

WMHS will have an instructional focus based on small group instruction. Math classes have strategically built with class size as a center of attention. Smaller class sizes and tutor program developed along side our community booster club, The Wildcat Boosters, will allow for more intensive instruction and support. WMHS will provide extra support to students during PAWS (6th Period). We will focus on our lower quartile students and provide extra instruction and assistance in Math and ELA. We will also continue to provide services such as MTSS and small group instruction to support students and help increase assessment scores. We intentionally developed our Master Schedule this year to provide for smaller class sizes in Reading, Math, and ELA courses. We also put an emphasis the majority of teachers being in-field. We will improve instruction by providing more personalized learning opportunities that align with students' strengths, interests, and needs. Teachers will incorporate student driven data chats that allow students to assess personal needs and strengths. Additionally, we will provide professional development opportunities to teachers and staff concerning student driven data chats.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

WMHS will use a data-driven approach to identify students at risk of academic and behavioral difficulties. This may involve analyzing academic assessments, behavior records, attendance data, and other relevant information.
Regular progress monitoring will track the progress of students receiving early intervening services to ensure that the interventions are having a positive impact and adjust strategies as needed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

WMHS has a broad range of opportunities for students to engage in post high school outcomes. Our students are encouraged to leave high school with a plan to enlist, immediate employment, post secondary education. WMHS has several industry certifications ranging from agriculture based, health occupations, and digital technologies.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

WMHS will use a data-driven approach to identify students at risk of academic and behavioral difficulties. This may involve analyzing academic assessments, behavior records, attendance data, and other relevant information.
Regular progress monitoring will track the progress of students receiving early intervening services to ensure that the interventions are having a positive impact and adjust strategies as needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A