

Sumter District Schools

Wildwood Middle/ High School



2020-21 Schoolwide Improvement Plan

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Wildwood Middle/ High School

700 HUEY ST, Wildwood, FL 34785

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

Demographics

Principal: Jerry Graybeal

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (49%) 2017-18: C (51%) 2016-17: C (43%) 2015-16: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Sumter County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Crosby, Laticia	Assistant Principal	Assistant Principal that monitors information and data associated with Cambridge AICE, discipline (Grades 6-8), EPIC Academy, PBS, the School Advisory Council, and Title 1.
Ellis, Dora	Teacher, K-12	AVID teacher and 10th grade Grade Level Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
Ragar, Dee	Instructional Coach	Curriculum Resource Teacher who assists with all curricular initiatives and decisions, provides insight and support for textbook and program adoptions and implementations, and supports all teachers with curriculum and instruction.
Lipham, Chelsea	Instructional Technology	Coordinates and monitors testing procedures, data, and state standardized testing protocols and implementation.
Parker, Paula	Teacher, K-12	Physical Education teacher and Special Areas department chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
Dixon, Ronald	Teacher, K-12	Civics teacher and Social Studies Department chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
Saslovsky, Clarissa	Guidance Counselor	Provides individual student academic planning and goal setting, organizes and implements short-term counseling to students, collaborates with families, teachers, administrators, and community for student success, and provides data analysis to identify student issues, needs, and challenges.
Strickland, Laura	Teacher, K-12	Math teacher and Math Department Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.

Name	Title	Job Duties and Responsibilities
Faulkner, Ellen	Guidance Counselor	Provides individual student academic planning and goal setting, organizes and implements short-term counseling to students, collaborates with families, teachers, administrators, and community for student success, and provides data analysis to identify student issues, needs, and challenges.
Commerford, Richard	Teacher, K-12	Social Studies teacher and 12th grade Grade Level Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
Underhill, Andrew	Teacher, K-12	English Language Arts Teacher and 9th grade Grade Level Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
Miranda, Iliana	Teacher, K-12	English Language Arts Teacher and 8th grade Grade Level Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
Graybeal, Jerry	Principal	Guides and sets responsibilities for administration and the leadership team so that Wildwood Middle High School is a successful entity.
Patrick, Alison	Assistant Principal	Assistant Principal that monitors Attendance, MTSS, Reading and Literacy, Volunteers, and the School Improvement Plan.
Keeler, Emily	Teacher, K-12	Science Teacher and Science Department Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
Lipham, Jerry	Teacher, K-12	Agriculture Teacher and Career and Technical Education Department Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective

Name	Title	Job Duties and Responsibilities
		learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
Hisey, Allan	Assistant Principal	Assistant Principal that monitors Discipline (Grades 9-12), ESE, ESOL, Facilities, Guidance, and School Safety.
Ondriezek, Kylie	Teacher, K-12	Cambridge English Teacher and English Department Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
Williams, Jennifer	Teacher, K-12	English Language Arts Teacher and 6th grade Grade Level Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
Damavandi, Zaleh	Teacher, K-12	English Language Arts Teacher and 7th grade Grade Level Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
Welch, Evelyn	Teacher, K-12	English Language Arts Learning Strategies teacher and ESE Department Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.
McCreadie, Lauren	Teacher, K-12	Cambridge History Teacher and 11th grade Grade Level Chair. The school Leadership Team members assist in establishing and maintaining a positive and effective learning environment, effectively communicating important information with other teachers and staff, and mentoring and supporting teachers and staff throughout the school year, as necessary.

Demographic Information

Principal start date

Monday 7/1/2019, Jerry Graybeal

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

65

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	99	109	107	141	96	94	71	717
Attendance below 90 percent	0	0	0	0	0	0	9	10	13	22	16	6	7	83
One or more suspensions	0	0	0	0	0	0	14	3	35	37	26	31	24	170
Course failure in ELA	0	0	0	0	0	0	6	5	22	47	22	23	5	130
Course failure in Math	0	0	0	0	0	0	11	15	16	32	14	15	20	123
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	22	16	25	41	29	9	12	154
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	21	16	22	40	33	14	22	168

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	22	19	37	60	39	24	26	227

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	1	15	3	3	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	9	1	0	10

Date this data was collected or last updated

Tuesday 9/15/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	128	110	112	140	93	89	77	749
Attendance below 90 percent	0	0	0	0	0	0	9	16	18	31	7	12	12	105
One or more suspensions	0	0	0	0	0	0	2	43	31	53	35	31	31	226
Course failure in ELA or Math	0	0	0	0	0	0	21	25	37	69	29	31	37	249
Level 1 on statewide assessment	0	0	0	0	0	0	31	26	25	66	8	17	8	181

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	17	33	32	71	16	30	30	229

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	2	3	1	28	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	16	0	0	2	18

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	128	110	112	140	93	89	77	749
Attendance below 90 percent	0	0	0	0	0	0	9	16	18	31	7	12	12	105
One or more suspensions	0	0	0	0	0	0	2	43	31	53	35	31	31	226
Course failure in ELA or Math	0	0	0	0	0	0	21	25	37	69	29	31	37	249
Level 1 on statewide assessment	0	0	0	0	0	0	31	26	25	66	8	17	8	181

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	17	33	32	71	16	30	30	229

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	2	3	1	28	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	16	0	0	2	18

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	57%	56%	43%	59%	56%
ELA Learning Gains	53%	48%	51%	53%	56%	53%
ELA Lowest 25th Percentile	39%	37%	42%	51%	41%	44%
Math Achievement	43%	45%	51%	39%	44%	51%
Math Learning Gains	48%	46%	48%	54%	41%	48%
Math Lowest 25th Percentile	37%	50%	45%	50%	38%	45%
Science Achievement	36%	71%	68%	39%	70%	67%
Social Studies Achievement	70%	66%	73%	56%	77%	71%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	48%	63%	-15%	54%	-6%
	2018	48%	60%	-12%	52%	-4%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	59%	61%	-2%	52%	7%
	2018	36%	55%	-19%	51%	-15%
Same Grade Comparison		23%				
Cohort Comparison		11%				
08	2019	41%	60%	-19%	56%	-15%
	2018	59%	66%	-7%	58%	1%
Same Grade Comparison		-18%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		5%				
09	2019	45%	59%	-14%	55%	-10%
	2018	34%	63%	-29%	53%	-19%
Same Grade Comparison		11%				
Cohort Comparison		-14%				
10	2019	40%	62%	-22%	53%	-13%
	2018	39%	59%	-20%	53%	-14%
Same Grade Comparison		1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	49%	68%	-19%	55%	-6%
	2018	43%	65%	-22%	52%	-9%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	41%	62%	-21%	54%	-13%
	2018	27%	57%	-30%	54%	-27%
Same Grade Comparison		14%				
Cohort Comparison		-2%				
08	2019	17%	47%	-30%	46%	-29%
	2018	30%	49%	-19%	45%	-15%
Same Grade Comparison		-13%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	18%	53%	-35%	48%	-30%
	2018	40%	57%	-17%	50%	-10%
Same Grade Comparison		-22%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	69%	-21%	67%	-19%
2018	43%	70%	-27%	65%	-22%
Compare		5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	70%	-13%	71%	-14%
2018	50%	70%	-20%	71%	-21%
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	69%	6%	70%	5%
2018	68%	74%	-6%	68%	0%
Compare		7%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	63%	-14%	61%	-12%
2018	44%	62%	-18%	62%	-18%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	61%	-18%	57%	-14%
2018	45%	63%	-18%	56%	-11%
Compare		-2%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	34	23	18	27	18	18	54		73	
ELL	53	63		56	67						
BLK	44	48	33	35	40	29	26	71	63	94	22
HSP	48	59	36	43	43		29	63	55		
MUL	52	50		42	67						
WHT	59	57	47	51	54	48	46	70	39	73	43
FRL	46	53	40	38	44	39	32	63	40	83	28

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	39	40	22	36	39	32	33		55	
ELL	8	36	40		67						
BLK	35	51	56	30	50	51	29	44	65	87	10
HSP	40	54	60	43	55	58	26	65	50	70	

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	57	59		35	65						
WHT	51	55	41	47	55	41	53	65	81	81	48
FRL	40	52	51	36	52	51	37	52	69	86	20

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Students performed the lowest on the 2019 FSA Science and Math. 36% scored a level 3 or higher on the 2019 FSA Science and 43% scored a level 3 or higher on the 2019 FSA Math. Based on past data, this is a trend for Science and Math. Although the percentage proficient increased in Math from 2018-2019, the percentage proficient in Science was the lowest area and decreased from 2018-2019. The factors that contributed to last year's low performance include the need to improve and personalize the learning environment with additional hands-on materials, increase vocabulary instruction, and improving students' cognitive abilities.

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

Science was the only area that showed a decline from 2018 to 2019. There was a 3% decline from 2018 to 2019. The factors that contributed to this decline could stem from the students attitude towards learning Science and students not being able to fully grasp science concepts, vocabulary, and apply them in various situations or other courses.

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 percentage of students proficient in Science (36%) had the greatest gap when compared to the state average of 68% proficient. The factors that contributed to low performance include the need to improve and personalize the learning environment with additional hands-on materials/science labs and improving students' cognitive abilities. Students also have a deficit in scientific vocabulary, which hinders their understanding of complex scientific texts and assignments that include necessary science vocabulary background.

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

The data component that showed the most improvement with the percentage of students proficient was in Social Studies. In 2019 Social Studies proficiency was 70% as compared to 56% in 2018. The Social Studies department continued improving upon the Document Based Questions (DBQs) concept and continued to implement the integration of writing with the curriculum.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two potential areas of concern continue to be decreasing the number of students identified as retainees for the current year and decreasing the number of students identified as retainees two or more times.

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

1. Improving and focusing on student achievement in all subject areas.
2. Developing and sustaining highly effective teachers.
3. Increasing community and parental involvement for continued school and student support.
4. Maintaining a safe teaching, learning and working environment.

5. Improving student attendance and implementing consistent PBS incentives to help decrease referral numbers and build relationships with our student population.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the 2019 FSA Math data, 43% scored a level 3 or higher, which was below the district and state averages. This indicates that 57% of students scored below proficiency.

Measureable Outcome: To increase student proficiency on the 2021 FSA Math assessment to at least 55% scoring a level 3 or higher and to have 100% of our students to show learning gains.

Person responsible for monitoring outcome: Dee Ragar (dee.ragar@sumter.k12.fl.us)

Evidence-based Strategy: To utilize various math software (i-Ready, Khan Academy, Algebra and Geometry Nation, and IXL) to enforce foundational math skills and improve student achievement.

Rationale for Evidence-based Strategy: Focusing on improving students' foundational skills will help them understand and master basic math skills. Utilizing the various math software will help support student learning on their independent level to bridge learning gaps as well as providing support that aligns to the grade level state standards being taught in the classroom.

Action Steps to Implement

1. Utilization of Algebra and Geometry Nation in Algebra 1, Geometry, and Algebra II courses.
2. Math Enrichment Camps prior to FSA and EOC exams to review skills, provide remediation, and expand student thinking by helping them learn how to understand the different layers of math standards.
3. Utilization of the IXL and/or i-Ready program to reinforce math skills and assist with mastery of math standards.
4. Implementation of the Learning Focused Strategies with a focus on a standard based lesson planning.
5. Progress monitoring to discover student deficits and to target instruction to help identify student performance in specific skill areas.
6. CARES grant afterschool program offered in the Spring to focus on math standards and low areas, based on diagnostic data.

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

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

Based on the 2019 FSA ELA data, 51% of students in grades 6-10 scored a level 3 or higher. This indicates that 49% of students scored below proficiency. This is also below the district average of 57% and the state average of 56%. This impacts student performance across all content areas because the foundation of learning content is embedded in reading comprehension and reading fluency.

Measureable Outcome:

To increase student proficiency on the 2021 FSA ELA assessment to at least 58% scoring a level 3 or higher and to have 100% of our students to show learning gains.

Person responsible for monitoring outcome:

Alison Patrick (alison.patrick@sumter.k12.fl.us)

Evidence-based Strategy:

To utilize various reading software (i-Ready and IXL), as well as curriculum resources, to improve academic language within inquiry and content discussion.

Rationale for Evidence-based Strategy:

Through the use of academic language and content discussions, students will be able to effectively utilize comprehension skills that will lead to higher order thinking. Essentially, the application of these skills will help students transfer this knowledge into all content areas to help increase rigor.

Action Steps to Implement

1. Implementation of the CommonLit curriculum, Springboard curriculum, PATHS Reading curriculum, Cambridge General Paper and English Language curriculum, Khan Academy (SAT prep), Study Island (ACT prep), and online instructional tools.
2. Implementation of AVID WICOR strategies including focused note-taking, inquiry through marking the text, asking and answering high level questions, and Socratic Seminars.
3. Implementation of Learning Focused Strategies (LFS) with an emphasis on standard-based lesson planning.
4. Regular focused classroom walkthroughs with substantive and timely feedback.
5. ELA/Reading non-negotiables covering components for classroom environment and instruction.
6. CommonLit assessments utilized to provide data-driven instruction.
7. Implementation of Saturday Writing Enrichment camps to review skills, provide remediation, and expand student critical analysis by helping students to better understand and implement the writing process.
8. CARES grant afterschool program offered in the Spring to focus on reading standards and low areas, based on diagnostic data.

Person Responsible

Alison Patrick (alison.patrick@sumter.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Based on the 2019 Science data, 36% of students in grades 8 and 10 scored a level 3 or higher. This indicates that 64% of students scored below proficiency. This is below the state average (68%) and the district average (71%).

Measureable Outcome: To increase student proficiency on the 2021 Science assessments for 8th grade to 32%, Biology to 58%, and to have 100% of our students to show learning gains.

Person responsible for monitoring outcome: Emily Keeler (emily.keeler@sumter.k12.fl.us)

Evidence-based Strategy: Effectively using hands-on activities/labs and textbook learning to allow students to connect content learning to real world experiences.

Rationale for Evidence-based Strategy: Using hands-on activities/labs, combined with standards based instruction, will help create the balance to increase Science achievement. Essentially, the application of these skills will transfer into all content areas to help increase rigor.

Action Steps to Implement

1. Provide students with opportunities to participate in hands-on Science experiences and STEM activities.
2. Involvement in Science Fair and other Science competitions.
3. Continuation of the Cambridge Marine Science curriculum and Computer Science programs and implementation of Environmental Management.
4. Continued implementation of the Pearson Elevate Science text.
5. Effectively using Makerspace to allow students to have a work place to be creative.

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

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Based on the 2019 school grade component, 70% of Wildwood Middle High School students were proficient in Social Studies. This is above the district average (66%), but below the state average (73%).

Measureable Outcome: To increase student proficiency in Social Studies to at least 75% and to have 100% of our students to show learning gains.

Person responsible for monitoring outcome: Jerry Graybeal (jerry.graybeal@sumter.k12.fl.us)

Evidence-based Strategy: Effectively using academic language within inquiry and content discussion.

Rationale for Evidence-based Strategy: Through the use of academic language and content discussions, students will be able to effectively utilize comprehension skills that will lead to higher order thinking. Essentially, the application of these skills will transfer into all content areas to help increase rigor and help students retain content material.

Action Steps to Implement

1. Continued implementation of AVID WICOR strategies (Philosophical Chairs and Socratic Seminars).
2. Continuation of Document Based Questions (DBQs) to include the integration of rigor and writing.
3. Implementation of Learning Focused Strategies (LFS) with an emphasis on standard based lesson planning.
4. Effectively using higher order thinking strategies/questions, collaborative pairs, and graphic organizers.
5. Implementation of the new Cambridge AS International History and AS U.S. History.

Person Responsible Jerry Graybeal (jerry.graybeal@sumter.k12.fl.us)

#5. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the 2019-2020 attendance data, 61 students (8% of total student enrolled) missed 10 or more days during the school year. Research shows that missing 10% or more school days negatively impacts student performance. If students attend school regularly, they are more likely to be successful in their academics and future career life.

Measureable Outcome: To decrease the number of students missing 10 or more days by at least 20% (by 12 students). This will decrease the number of students missing 10 or more days (excused and unexcused) to 49 students.

Person responsible for monitoring outcome: Alison Patrick (alison.patrick@sumter.k12.fl.us)

Evidence-based Strategy: Utilize PBS and the District Attendance Plan to improve student attendance.

Rationale for Evidence-based Strategy: By providing students with incentives and positive reinforcement, students will be motivated to improve their attendance. Also, by creating relationships and improving communication in regards to attendance, families will be more informed and it could help increase student attendance.

Action Steps to Implement

1. Parents and students will be provided with written and verbal attendance communication and contracts throughout the school year.
2. Implementation of a 3-Tier Attendance Plan that included incentives for students who attend school regularly.
3. Schedule Parent Nights to inform parents of their child's attendance and discuss issues that could arise from not adhering to the attendance policy.
4. Child Study Team meetings will be scheduled, as needed, to develop individual plans to improve attendance.
5. Utilization of the Mentoring Programs to help mentor and guide students that demonstrate attendance issues.
6. Skyward reports will be reviewed weekly by the school attendance clerk and the Assistant Principal.
7. Common planning time built into the master schedule to help teachers collaborate.
8. Collaborating with community members to provide quarterly incentives for students.

Person Responsible Alison Patrick (alison.patrick@sumter.k12.fl.us)

#6. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Based on the 2019-2020 data, there were 1,656 student discipline referrals. Decreasing the number of student discipline referrals will also result in a decreased number of student removals from class, which will increase the instructional time for students.

Measureable Outcome: To reduce the number of student discipline referrals by at least 25% (1,242 referrals)

Person responsible for monitoring outcome: Jerry Graybeal (jerry.graybeal@sumter.k12.fl.us)

Evidence-based Strategy: Utilize PBS and the Student Code of Conduct to improve student behavior.

Rationale for Evidence-based Strategy: By providing students with incentives and positive reinforcement, students will be motivated to improve behavior, which can positively affect student learning.

Action Steps to Implement

1. Continue a Positive Behavior System plan that addresses the social, emotional, and behavioral needs of all students.
2. Students will receive character development through counseling, one on one mentoring, and School Resource Office presentations.
3. Implementation of Character Education program to provide students with lesson activities and focus on positive behaviors and character traits.
4. Implementation of the restorative practice model.
5. 9th Grade Academy Mentor Program and the United Methodist Church Mentor Group.
6. Implement a Wildcat of the Month program to recognize and reward positive student characteristics that are demonstrated in the classrooms and on campus.
7. The PBS team will meet monthly to review the number of discipline referrals. The PBS team will also compare discipline reports from previous years to monitor effectiveness of the action steps.

Person Responsible Jerry Graybeal (jerry.graybeal@sumter.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Wildwood Middle High School strives at building positive relationships with families and community members. To help increase involvement, WMHS hosts various parent and school activities inviting families to participate. At the start of school, family orientation was conducted to allow parents to learn about the school, expectations and new safety protocols, and to meet their student's teachers. WMHS also facilitated Tech days to provide families with the opportunity to learn more about the one to one student laptop mandate and sign out electronic devices. WMHS also informs families of pertinent information through the use of the Remind app and Social Media.

WMHS embraces community and parent involvement in the school setting. Parents and the community are informed of school related activities through the marquee sign in front of the school, backpack reminders, updated website information, through social media and the Remind app, and phone call-outs when necessary. Students are also provided with home-based assignments to complete with parents at home.

WMHS host parent nights that include Report Card Night, Ninth Grade Academy Night, FAFSA Night, and AVID Contract Signing during the school year. During Parent Nights, parents are provided with a copy of their child's report card and have the opportunity to meet with teachers to discuss their child's progress and ways to increase achievement. This will be altered due to Covid restrictions, but parent involvement will still be implemented because it is a high priority. Students receive a progress report at mid nine weeks (on Skyward), a report card every nine weeks (on Skyward), and both parents and student have access to Skyward gradebook. This allows parents and students to monitor progress, maintain information pertaining to grades, and keeping in contact with their student's teacher. Parents also have the opportunity to meet with their student's teachers for conferences and include administration, if deemed necessary.

Opportunities for parents and community members are available through the volunteer program and attendance at the SAC meetings. Potential volunteers complete the volunteer application and must be approved. Upon approval from the school and the District Board meeting, volunteers are contacted for volunteer placement in the school setting. SAC members are involved in the decision-making process for school improvement. Community members are also very involved with students and families such as our WMHS Booster Club that contributes to both sports and academics, our mentor programs that build relationships with students and families, and local companies that donate their time and efforts to support WMHS and our families.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$2,360.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1110		0161 - Wildwood Middle/High School	Title II		\$350.00
			<i>Notes: SunCoast Credit Union donated funds for PBIS/Attendance</i>			
	1110		0161 - Wildwood Middle/High School	Title, I Part A		\$2,010.00
			<i>Notes: Student planners, preparing flyers to share information with families, and updating the marquee software for Parent and Family Engagement.</i>			
6	III.A.	Areas of Focus: Culture & Environment: Discipline				\$0.00
					Total:	\$2,360.00