

Sumter District Schools

Wildwood Middle/ High School



2019-20 School 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: 8/29/2019

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 Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: D
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

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

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 as we navigate our way to an "A".

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Crosby, Laticia	Assistant Principal	
Ellis, Dora	Teacher, K-12	
Ragar, Dee	Instructional Coach	
Squire, Deanna	Teacher, K-12	
Lipham, Chelsea	Instructional Technology	
Parker, Paula	Teacher, K-12	
Dixon, Ronald	Teacher, K-12	
Saslovsky, Clarissa	Guidance Counselor	
Strickland, Laura	Teacher, K-12	
Faulkner, Ellen	Guidance Counselor	
Commerford, Richard	Teacher, K-12	
Underhill, Andrew	Teacher, K-12	
Miranda, Iliana	Teacher, K-12	
Ugur, Aysegul	Assistant Principal	
Miller, LaTonya	Assistant Principal	
Graybeal, Jerry	Principal	
Patrick, Alison	Teacher, K-12	
Keeler, Emily	Teacher, K-12	
Childs, Ttravis	Teacher, K-12	
Ellis, Dora	Teacher, K-12	
Askew, Lauren	Teacher, K-12	
Lipham, Jerry	Teacher, K-12	
Hisey, Allan	Assistant Principal	

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	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

FTE units allocated to school (total number of teacher units)

60

Date this data was collected or last updated

Wednesday 9/11/2019

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	
Attendance below 90 percent	0	0	0	0	0	0	56	49	64	71	49	55	55	399
One or more suspensions	0	0	0	0	0	0	36	26	39	51	31	29	25	237
Course failure in ELA or Math	0	0	0	0	0	0	23	29	51	65	46	44	32	290
Level 1 on statewide assessment	0	0	0	0	0	0	33	17	33	53	29	25	19	209

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	43	36	56	82	48	47	40	352

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	
Attendance below 90 percent	0	0	0	0	0	0	56	49	64	71	49	55	55	399
One or more suspensions	0	0	0	0	0	0	36	26	39	51	31	29	25	237
Course failure in ELA or Math	0	0	0	0	0	0	23	29	51	65	46	44	32	290
Level 1 on statewide assessment	0	0	0	0	0	0	33	17	33	53	29	25	19	209

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	43	36	56	82	48	47	40	352

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	
Number of students enrolled	128 (0)	110 (0)	112 (0)	140 (0)	93 (0)	89 (0)	77 (0)	749 (0)
Attendance below 90 percent	9 (56)	16 (49)	18 (64)	31 (71)	7 (49)	12 (55)	12 (55)	105 (399)
One or more suspensions	2 (36)	43 (26)	31 (39)	53 (51)	35 (31)	31 (29)	31 (25)	226 (237)
Course failure in ELA or Math	21 (23)	25 (29)	37 (51)	69 (65)	29 (46)	31 (44)	37 (32)	249 (290)
Level 1 on statewide assessment	31 (33)	26 (17)	25 (33)	66 (53)	8 (29)	17 (25)	8 (19)	181 (209)

Grade Level Data

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

NOTE: 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
06	2019	48%	63%	-15%	54%	-6%
	2018	48%	60%	-12%	52%	-4%
Same Grade Comparison		0%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State 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%				
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	
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
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, the lowest number of students proficient was in this area. 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 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

Math 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 Math and students not being able to fully grasp math concepts 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 last year's low performance include the need to improve and personalize the learning environment with additional hands-on materials and improving students' cognitive abilities. Students also had a deficit in foundational math skills that hindered their ability to solve complex mathematical equations.

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

The percentage of students proficient in Social Studies (70%) in 2019 from 56% in 2018 showed the most improvement. The new actions that we put into place are improving the Document Based Questions (DBQs) concept to include the integration of rigor and writing.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two potential areas of concern are 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. Increasing community and parental involvement for continued school and student support.
3. Maintaining a safe teaching, learning and working environment.
4. Developing and sustaining highly effective teachers.

5. Improving student attendance and implementing restorative practices to decrease referral numbers and build relationships.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Math
Rationale	Based on the 2019 FSA Math data, 43% scored a level 3 or higher, below the district and state averages. This indicates that 57% of students scored below proficiency.
State the measurable outcome the school plans to achieve	To increase student proficiency on the 2020 FSA Math assessment to at least 54% 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 (Khan Academy 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.
Action Step	
Description	<ol style="list-style-type: none"> 1. Utilization of Math 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 problems. 3. Utilization of the IXL program to reinforce math skills and assist with mastery of math standards. 4. Implementation of the Learning Focused Strategies with a focus on standard based lesson planning. 5. 21st Century afterschool program with an emphasis on math, completing math homework, and practicing math skills. 6. Progress monitoring to discover student deficits and to target instruction to help identify student performance in specific skill areas.
Person Responsible	Laticia Crosby (laticia.crosby@sumter.k12.fl.us)

#2	
Title	English Language Arts
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.
State the measureable outcome the school plans to achieve	To increase student proficiency on the 2020 FSA ELA assessment to at least 57% scoring a level 3 or higher and to have 100% of our students to show learning gains.
Person responsible for monitoring outcome	Aysegul Ugur (aysegul.ugur@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.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of the iReady curriculum, PATHS Reading Curriculum, Cambridge General Paper Curriculum and online instructional tools. 2. Implementation of AVID WICOR strategies including focused note-taking, 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.
Person Responsible	Aysegul Ugur (aysegul.ugur@sumter.k12.fl.us)

#3	
Title	Science
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 and district averages.
State the measureable outcome the school plans to achieve	To increase student proficiency on the 2020 Science assessments for 8th Grade to 32% and 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 and textbook learning to allow students to connect content learning to real world experiences.
Rationale for Evidence-based Strategy	Using hands-on activities combined with standards based instruction will create the balance to increase Science achievement. Essentially, the application of these skills will transfer into all content areas to help increase rigor.
Action Step	
Description	<ol style="list-style-type: none"> 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 21st Century afterschool program that focuses on project based STEM challenges and includes a Robotic Club. 4. Implementation of the new Cambridge Marine Science curriculum. 5. Continued implementation of the Pearson Elevate Science text. 6. 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	
Title	Social Studies
Rationale	Based on the 2019 school grade component, 70% of Wildwood High School students were proficient in Social Studies. This is above the district average but below the state average.
State the measureable outcome the school plans to achieve	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 Step	
Description	<ol style="list-style-type: none"> 1. Continued implementation of AVID WICOR strategies (philosophical chairs and socratic seminars). 2. Utilization of Achieve 3000 for reinforcement of reading skills and review of Social Studies content. 3. Continuation of Document Based Questions (DBQs) to include the integration of rigor and writing. 4. Implementation of Learning Focused Strategies (LFS) with an emphasis on standard based lesson planning. 5. Effectively using higher order thinking strategies/questions, collaborative pairs, and graphic organizers.
Person Responsible	Jerry Graybeal (jerry.graybeal@sumter.k12.fl.us)

#5	
Title	Attendance
Rationale	Based on the 2018-2019 attendance data, 127 students (17% totaled students enrolled) missed 10 or more days (excused and unexcused) 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.
State the measureable outcome the school plans to achieve	To decrease the number of students missing 10 or more days by at least 20% (by 25 students). This will decrease the number of students missing 10 or more days (excused and unexcused) to 102 students.
Person responsible for monitoring outcome	LaTonya Miller (latonya.miller@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 so students will be motivated to improve attendance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of a 3-Tier Attendance Plan that includes incentives for students who attend school regularly. 2. Parents and students will be provided with written and verbal attendance communication and contracts throughout the school year. 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 Youth and Family Alternative group to help work with families. 6. Skyward reports will be reviewed weekly by the school attendance clerk and the Assistant Principal. 7. Use common planning time to help teachers collaborate. 8. Collaborating with community member to provide quarterly incentives for students.
Person Responsible	LaTonya Miller (latonya.miller@sumter.k12.fl.us)

#6	
Title	Discipline
Rationale	Based on the 2018-2019 data, there were 1,103 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 being in class and on task.
State the measureable outcome the school plans to achieve	To reduce the number of student discipline referrals by at least 20% (882 discipline 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.
Action Step	
Description	<ol style="list-style-type: none"> 1. Tailor the PBS plan to address the social, emotional, and behavioral needs of all students. 2. Utilize behavior intervention forms that provide teachers with a specific four step plan and interventions, so that discipline procedures can be consistent schoolwide. 3. Continue to use the "5 Ps" positive referrals to recognize students for appropriate behavior. 4. Students will receive character development through counseling, one on one mentoring, School Resource Officer presentations, and Focused Fridays. 5. Implementation of the restorative practice model. 6. Quarterly incentives and lunch with the Principal. 7. 9th Grade Academy Mentor Program and the United Methodist Church Mentor Group. 8. 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 (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

n/a

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Wildwood Middle High School works at building positive relationships with families to increase involvement by hosting 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 meet their student's teachers. We also facilitated Tech days giving families the opportunity to learn more about the one to one mandate and sign out electronic devices.

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

WMHS host parent nights that include Report Card Night, Ninth Grade Academy 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. Students receive a progress report at mid nine weeks and a report card every nine weeks so parents are familiar with their student's progress. Parents also have access to Skyward gradebook to maintain information pertaining to grades and keeping in contact with their student's teacher. Also, parents 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 to increase involvement in the school setting. 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.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Wildwood Middle High School ensures the social-emotional needs of all students are met through counseling sessions by the school counselor when counseling is needed. Counselors are provided with the student information that needs to be addressed either by email, notes, and phone calls. In addition, students who may be ungovernable or truant may be referred to Youth and Family Services.

In addition, faculty and administration are advocates for the students and mentor students through the educational program. Each week, we have Focused Friday where teachers meet with students to discuss goals, behavior, attendance, and grades.

Also, to help students and the adults understand how to control emotions, set and achieve goals, foster positive relationships and make responsible decisions, WMHS will implement the core competencies of CASEL (Collaborative for Academic, Social, and Emotional Learning). The CASEL framework is one that will improve all holistically (on and off campus) and help us progress effectively together. In the future, WMHS will share the basics and benefits of SEL with staff, students, and families. Our goal is to build a strong foundational support, create a SEL team, and foster SEL awareness.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

For incoming cohorts, the school coordinates a time for 5th grade teachers to meet with 6th grade teachers for vertical articulation. During the vertical articulation, teachers discuss student expectations and learning goals. Curriculum information is also reviewed by counselors for incoming students to be placed in classes that will meet their academic needs. Student grades and prior curriculum history is a determining factor for students to be placed in honor courses and/or other elective courses.

For outgoing students, the current curriculum plan is sent to the other school once a release of records has been obtained. Information is shared with other schools to allow other schools to become familiar with the curriculum background data on the student(s).

Within the school, teachers collaborate and discuss with each other the strengths and struggles of students to focus on the student's needs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Cambridge Advanced Curriculum

Provides a strong preparation for higher-level courses such as Advanced International Certificate of Education (AICE) and Advanced Placement.

Afterschool and Summer Programs

Sumter County School District has provided an after school program inclusive of Remediation Program/Credit Recovery and a summer program for Credit Recovery/EOC Remediation for secondary students. There are several components included in this program to meet the needs of the targeted students in each area.

Summer Bridge Camps

Students in the Algebra I EOC and AVID Algebra Summer Bridge Camps will be provided lunch and transportation each day. Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in

the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge. Students will engage in other research based programs such as Khan Academy, Accelerated Reader, Achieve 3000, Study Island, AVID Summer Bridge Algebra Curriculum, and ACT/SAT Test Preparation. Each of these programs provide instruction and practice in the key content areas.

21st CCLC Afterschool Program

Wildwood Middle High School will participate in the 21st century afterschool program for the school year. The After School Program will target students in grades 6 - 8. During the course of the program, students will participate in project-based learning projects based on the standards for the ELA, mathematics, and science. Students in the afterschool programs will be provided a nutritional snack and transportation each day.

Title II

Title II is Staff Development and the school provides professional development for teachers and staff inclusive of effective instructional practices.

Title III

Title III is ESOL and schools work closely with their staffing specialist to provide needed accommodations, as per the student's individual ELL plan.

Nutrition Programs

Wildwood Middle High School participates in the Department of Agriculture National Lunch Program and receive food services for breakfast and lunch. All Sumter County students receive free lunch and breakfast. Students who attend afterschool academic programs also receive free snacks.

Career and Technical Education

Funds are coordinated and integrated in the school to provide students a career and technical education which in turn increases student achievement. The funds provide resources for offered courses, i.e, innovative curriculum, field trips, and industry certification exam fees. WMHS provides CTE and on the job training. In the health, digital design, and criminal justice academies, career teachers focus on incorporating life situations into the curriculum.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The strategies that Wildwood Middle High School uses to advance college and career awareness includes the use of AVID strategies, use of Focused Note Taking, Cornell notes, incorporation of WICOR, and exposure to rigorous content. WMHS is an AVID school and therefore AVID is infused into 6th-12th grade and will provide further individualized instruction, and remediation to selected students. All classroom instruction must be infused with AVID strategies as part of the instruction. Students with AVID as an elective course are required to complete college applications prior to graduating.

Exposure to scholarships has also been a push for motivating students to think about their life beyond the high school time period. The counselor has been instrumental in providing FAFSA and scholarship training. Moreover, the school has a mentoring program with the New Covenant church where students are given a mentor to discuss academics and behavior. The students who complete the mentoring program throughout their high school career will earn a scholarship to a higher education institution.

Eighth grade students are given the opportunity to take the “Readi Steps” assessment that is a predictor for success on the SAT. Information from the results are forwarded to the ninth grade team where teachers can design a challenging course of study for students. Ninth through tenth grade students take advanced placement readiness courses to support the coming years with learning strategies specifically geared to the advanced course work. Furthermore, upper-level high school students are given the opportunity to enroll in advanced course study (i.e. advanced placement courses, dual enrollment). The CTE department tracks all students who enroll in a CTE course as a freshman or sophomore to ensure opportunities are presented to complete the course and gain certification prior to graduation.

Part V: Budget						
1	III.A	Areas of Focus: Math				\$0.00
2	III.A	Areas of Focus: English Language Arts				\$0.00
3	III.A	Areas of Focus: Science				\$0.00
4	III.A	Areas of Focus: Social Studies				\$0.00
5	III.A	Areas of Focus: Attendance				\$2,010.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1110		0161 - Wildwood Middle/High School	Title II		\$2,010.00
			<i>Notes: Prepare flyers to share valuable information and updating the marquee software for Parent and Family Engagement.</i>			
6	III.A	Areas of Focus: Discipline				\$0.00
					Total:	\$2,010.00