Sumter District Schools

WILDWOOD MIDDLE/HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Rodney Rocker

Position Title
Principal

Job Duties and Responsibilities

The Leadership Team is responsible for making key decisions that guide and strengthen the school's improvement efforts. The Leadership Team meets bi-weekly on Tuesday mornings. The team reviews and communicates important information and updates for the school, makes strategic decisions regarding curriculum, instruction, and professional development, and shares important feedback about how to improve family and community communication and engagement. Several members of the Leadership team also serve as AVID Site Team meetings, which oversees the development and execution of the school-wide AVID implementation plan.

Leadership Team Member #2

Employee's Name

Alison Patrick

Position Title
Assistant Principal Intern

Job Duties and Responsibilities

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Leadership Team Member #3

Employee's Name
James Wulff

Position Title
Assistant Principal

Job Duties and Responsibilities

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Leadership Team Member #4

Employee's Name
Lorenzo Fields

Position Title
Assistant Principal Intern

Job Duties and Responsibilities

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regarding curriculum, instruction, and professional development, and shares important feedback about how to improve family and community communication and engagement. Several members of the Leadership team also serve as AVID Site Team meetings, which oversees the development and execution of the school-wide AVID implementation plan.

Leadership Team Member #5

Employee's Name
Dee Ragar

Position Title
Curriculum Specialist

Job Duties and Responsibilities

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Leadership Team Member #6

Employee's Name
Andrew Underhill

Position Title
ELA Department Chair

Job Duties and Responsibilities

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Leadership Team Member #7

Employee's Name
Jesse Rogers

Position Title
Math Department Chair

Job Duties and Responsibilities

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Leadership Team Member #8

Employee's Name
James Padgett

Position Title
Social Studies Department Chair

Job Duties and Responsibilities

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Leadership Team Member #9

Employee's Name
Emily Keeler

Position Title
Science Department Chair

Job Duties and Responsibilities

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about how to improve family and community communication and engagement. Several members of the Leadership team also serve as AVID Site Team meetings, which oversees the development and execution of the school-wide AVID implementation plan.

Leadership Team Member #10

Employee's Name
Evelyn Welch

Position Title
ESE Department Chair

Job Duties and Responsibilities

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Leadership Team Member #11

Employee's Name
Gabrielle Landreth

Position Title
CTE Department Co-Chair

Job Duties and Responsibilities

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Leadership Team Member #12

Employee's Name
Jerry Lipham

Position Title
CTE Department Co-Chair

Job Duties and Responsibilities

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Leadership Team Member #13

Employee's Name
Chelsea Lipham

Position Title
Testing Coordinator

Job Duties and Responsibilities

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Leadership Team Member #14

Employee's Name
Brian Haugabrook

Position Title
Athletic Director

Job Duties and Responsibilities

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about how to improve family and community communication and engagement. Several members of the Leadership team also serve as AVID Site Team meetings, which oversees the development and execution of the school-wide AVID implementation plan.

Leadership Team Member #15

Employee's Name
Illiana Miranda

Position Title
ESE Staffing Specialist

Job Duties and Responsibilities

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Leadership Team Member #16

Employee's Name
Jacqueline Boone

Position Title
Middle School Counselor

Job Duties and Responsibilities

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Leadership Team Member #17

Employee's Name
Michele Palko

Position Title
High School Counselor

Job Duties and Responsibilities

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Leadership Team Member #18

Employee's Name
Tanner Wood

Position Title
Media Specialist

Job Duties and Responsibilities

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C. Stakeholder Involvement and Monitoring

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. *(ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **6-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**64.2%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**90.7%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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.*	**2023-24: B** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days								84	85	169
One or more suspensions								36	35	71
Course failure in English Language Arts (ELA)								3	9	12
Course failure in Math								1	9	10
Level 1 on statewide ELA assessment								27	26	53
Level 1 on statewide Math assessment								23	32	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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								42	40	82

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								5	7	12
Students retained two or more times								2	7	9

Prior Year (2023-24) As Last 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 school days							77	82	74	233
One or more suspensions										0
Course failure in ELA							20			20
Course failure in Math							10	2	3	15
Level 1 on statewide ELA assessment							41	62	51	154
Level 1 on statewide Math assessment							39	55	49	143
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							18	15	4	37
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	84	52	57	47	240
One or more suspensions	46	26	26	9	107
Course failure in English Language Arts (ELA)	8	12	16	0	36
Course failure in Math	12	9	11	4	36
Level 1 on statewide ELA assessment	31	34			65
Level 1 on statewide Algebra assessment	39	19	4		62

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	56	38	33	12	139

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	17	9	4	0	30
Students retained two or more times	7	5	5	4	21

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	49	58	55	38	48	50	38	53	51
ELA Grade 3 Achievement **				40					
ELA Learning Gains	58	56	57						
ELA Learning Gains Lowest 25%	59	56	55						
Math Achievement *	44	41	45	32	39	38	24	39	39
Math Learning Gains	58	45	47						29
Math Learning Gains Lowest 25%	67	37	49						41
Science Achievement *	44	62	68	30	55	64	34	42	40
Social Studies Achievement *	63	60	71	55	50	66	52	39	48
Graduation Rate	98	95	90	95	94	89	89	60	61
Middle School Acceleration	71			54			32	25	44
College and Career Readiness	51	78	67	53	71	65	42	59	67
ELP Progress	48	73	49	30		45	36		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	710
Total Components for the FPPI	12
Percent Tested	97%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	54%	41%	45%		49%	51%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

		2023-24 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%**
Students With Disabilities	46%	No		
English Language Learners	41%	No		
Black/African American Students	54%	No		
Hispanic Students	55%	No		
Multiracial Students	44%	No		
White Students	69%	No		
Economically Disadvantaged Students	57%	No		

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%
Students With Disabilities	37%	Yes	4	
English Language Learners	30%	Yes	2	2
Black/African American Students	45%	No		
Hispanic Students	55%	No		
Multiracial Students	40%	Yes	2	
White Students	57%	No		
Economically Disadvantaged Students	49%	No		

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%
Students With Disabilities	32%	Yes	3	

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%
English Language Learners	27%	Yes	1	1
Native American Students				
Asian Students				
Black/African American Students	35%	Yes	1	
Hispanic Students	41%	No		
Multiracial Students	34%	Yes	1	
Pacific Islander Students				
White Students	50%	No		
Economically Disadvantaged Students	39%	Yes	1	

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	49%		58%	59%	44%	58%	67%	44%	63%	71%	98%	51%	48%
Students With Disabilities	28%		51%	50%	25%	59%	74%	24%	32%		98%	21%	
English Language Learners	32%		50%	50%	25%	54%	57%	13%					48%
Black/African American Students	35%		56%	61%	39%	52%	71%	33%	50%	62%	98%	35%	
Hispanic Students	46%		54%	50%	31%	52%	63%	39%	66%	75%	100%	43%	45%
Multiracial Students	41%		36%		39%	60%		43%					
White Students	66%		66%	70%	54%	66%	62%	56%	77%	74%	97%	72%	
Economically Disadvantaged Students	47%		59%	60%	41%	56%	62%	38%	60%	64%	98%	40%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	30%
Students With Disabilities	19%				21%			23%	39%		97%	25%	
English Language Learners	27%				19%			8%	20%				76%
Black/African American Students	30%				24%			19%	53%	47%	95%	49%	
Hispanic Students	41%				34%			38%	55%	67%	100%	22%	81%
Multiracial Students	41%				25%			33%	60%				
White Students	46%				40%			39%	59%	57%	94%	67%	
Economically Disadvantaged Students	37%				30%			29%	53%	47%	94%	52%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
English Language Learners	11%		35%	33%	9%	31%	54%	6%					36%
Students With Disabilities	17%		32%	26%	16%	29%	44%	25%	30%		88%	14%	
Native American Students													
Asian Students													
Black/African American Students	29%		36%	29%	13%	27%	40%	28%	41%	14%	95%	32%	
Hispanic Students	33%		36%	26%	24%	27%	37%	33%	53%	50%	90%		40%
Multiracial Students	36%		46%		25%	26%			38%				
Pacific Islander Students													
White Students	49%		46%	37%	36%	32%	54%	44%	65%	41%	81%	65%	
Economically Disadvantaged Students	35%		39%	31%	23%	30%	40%	29%	49%	24%	92%	39%	

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	36%	58%	-22%	53%	-17%
Ela	7	53%	64%	-11%	50%	3%
Ela	8	52%	61%	-9%	51%	1%
Ela	9	49%	67%	-18%	53%	-4%
Math	7	49%	77%	-28%	47%	2%
Math	8	19%	55%	-36%	54%	-35%
Science	8	38%	58%	-20%	45%	-7%
Civics		65%	78%	-13%	67%	-2%
Biology		53%	66%	-13%	67%	-14%
Algebra		34%	50%	-16%	50%	-16%
Geometry		51%	64%	-13%	52%	-1%
History		55%	66%	-11%	67%	-12%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		16%	14%	2%	16%	0%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	21%	-8%	17%	-4%
History		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Seventh grade math showed the most improvement from the 2022-23 school year to the 2023-24 school year. The action taken at the school that helped contribute to improvement in this area was placing highly effective certified teachers in the core subject area, ongoing data chats, the use of i-Ready, small group instruction, and volunteer tutors working with teacher and students in the classroom.

Lowest Performance

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 10th Grade ELA.
The contributing factors for the lowest performance were a heightened rate of absenteeism by students, increasing ELL population, and ineffective teacher instructional practices. These factors contributed to student performance because students that were absent missed important instructional components in their classroom, language barriers with ELL students and instruction caused misunderstanding of content, and students struggled to master standards and show growth with ineffective teacher instructional practice.

Greatest Decline

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 10th grade ELA.
Again, the three major factors that contributed to this decline were the heightened rate of absenteeism by students, increasing ELL population, and ineffective teacher instructional practices. Without improving instructional practices and standards based instruction, language barriers, and students missing several days of instruction, there is bound to be a definite gap in proficiency and data.

Greatest Gap

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 8th grade Math. Although the Math 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. Another contribution is moving students to advanced math courses in middle school, which leaves the lowest underperforming students in 8th grade math classes.

EWS Areas of Concern

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 91% attendance rate will be through family contact, addressing school culture, and a more involved PBIS committee.

Highest Priorities

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

8th grade Math
10th grade ELA
Science
Raise student attendance rate to 91%
Reduce student office referrals by 40%

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2023 FAST ELA data, 49% of students scored a Level 3 or higher in grades 7th-10th on PM3. This indicates that 51% of students scored below proficiency. This is below the district (62.5%) and state (51.25%) averages. This impacts student performance across all content areas because the basis of learning content is embedded in reading comprehension ability.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Overall Achievement: Improve overall percentage of students to 62% at proficiency for each grade level FAST PM assessment.
Learning Gains: 100% of students will show learning gains after each FAST PM assessment in grades 7th-10th.
Bottom Quartile: 100% of students will show learning gains after each FAST PM assessment in grades 7th-10th.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitored through administrative walkthroughs, lesson plan reviews, quarterly data chats with teachers, teacher and student data chats, and weekly common grade level PLC meetings focused on data and classroom instruction.

Person responsible for monitoring outcome

Alison Patrick, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Small group instruction, data chats with teachers and students, school-wide professional development focus on reading strategies across curriculum and content areas, writing and reading across the disciplines, collaboration, standards-based planning, and i-Ready online instruction and support resources.

Rationale:
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. Incorporating research based reading strategies across content and embedded into curriculum to strengthen reading cross-curricular.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Small Group Instruction

Person Monitoring:	**By When/Frequency:**
Alison Patrick-Assistant Principal/Dee Ragar-Curriculum Specialist	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Daily in Intensive Reading classes-grades 6-12 • Minimum of 2 times a week in ELA MS BLOCK and HS ELA • Additional foundational skills remediation during PAWS time • Additional intervention time during PAWS time and tutoring pull-out/push-in time for MTSS students

Action Step #2
Data Chats with Teachers and Students

Person Monitoring:	**By When/Frequency:**
Alison Patrick- Assistant Principal	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Bi-weekly department PLC meetings • Weekly MS common planning time • Monthly grade level PLC meetings • Weekly School wide PAWS time data chats, to include grade tracking and goal setting • Weekly MTSS data chats

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2023 data, 50% of our students showed proficiency on the Math assessments. The low performance, in 8th grade Math, is in part a result of low math skill set before entering the course as well as our high achieving 8th grade students placed in high school math courses, such as Algebra 1 or Geometry. This leaves our lowest performing math students in regular 8th grad math.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Overall Achievement: Improve overall percentage of students to 62% 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

Classroom teachers, curriculum contact, and department chair will discuss and review standards based content and instruction. This will be monitored through administrative walkthroughs, lesson plan reviews, weekly grade level PLC meetings that are data driven and standards focused, data chats quarterly with teachers, and data chats among teachers and students to develop goals towards PM testing.

Person responsible for monitoring outcome

James Wulff, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Small group instruction, data chats with teachers and students, school-wide professional development focus on reading strategies across curriculum and content areas to improve reading/ comprehending word problems in math, collaboration, and standards-based planning, and i-Ready online instruction and support resources, such as https://www.savvas.com and https://www.curriculumassociates.com/.

Rationale:

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. Incorporating research based reading strategies across content and embedded into curriculum to strengthen reading cross-curricular and improving comprehension of word problems in math instruction.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Curriculum Focus & Walkthroughs

Person Monitoring:	**By When/Frequency:**
James Wulff- Assistant Principal	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Adherence to all grades math curriculum through weekly review of teacher plans and weekly walkthroughs.

Action Step #2
Professional Learning Community (PLC) Meetings

Person Monitoring:	**By When/Frequency:**
James Wulff-Assistant Principal	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will meet bi-weekly to review standards, curriculum instruction, student work, and data reviews.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2023 Science data, 44% of students in grade 8 Science and grade 9-11 Biology scored a level 3 or higher. This indicates that 56% of students scored below proficiency. Eighth grade science This is below the district and state averages.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Overall achievement: Increase percentage of students to 62% proficient on FAST 8th Grade Science PM Assessment and Biology EOC.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Science Chair and Science appointed administration will work to support and monitor standards based instruction in the science classes.
This will also be monitored through administrative walkthroughs, lesson plan checks, weekly Science PLC meetings focused on data and standard based instruction, quarterly data chats with teachers, and teacher and student data chats.

Person responsible for monitoring outcome

James Wulff, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Science Department PLC concentration on direct instruction with focus on standards as well as small group instruction and data chats with teachers and students. Teachers will also implement research based reading strategies to increase reading comprehension in the content area, including https://www.evidenceforessa.org/.

Rationale:
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. Incorporating research based reading strategies will also allow students to better comprehend content based instruction and vocabulary.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Science Department PLC meetings

Person Monitoring:	**By When/Frequency:**
Classroom Teachers, Inclusion Teachers, inclusion paras, and department administrator	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science Department PLC concentration on direct instruction with focus on standards. Hold weekly PLC meetings and Monthly cross curricular lesson planning and data chats.

Action Step #2
Cross curricular standards integration

Person Monitoring:	**By When/Frequency:**
Mr. Wulff and classroom teachers	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Standards integration between Reading, ELA and Science Departments. Participate in weekly PLC meetings, utilization of common planning time, monthly Grade Level Meetings, utilization of WICOR Strategies.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2023 FAST data, 41% of of English Language Learner (ELL) students scored a Level 3 or higher in grades 7th-10th on PM3. This indicates that 59% of students scored below proficiency. This impacts student performance across all content areas because the basis of learning content is taught in English and FAST testing is English language based.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

100% of ELL 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. Include a description of

how ongoing monitoring will impact student achievement outcomes.

Classroom teachers, ESOL coordinator, ESOL Para, and administration will help guide and support ELL instruction for our ESOL students in their classrooms.
Monitored through administrative walkthroughs and lesson plan reviews.

Person responsible for monitoring outcome
James Wulff and Alison Patrick, Assistant Principals

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Small Group Instruction Standards based instruction Teacher and student Data Chats Use of Rosette Stone within the classroom ESOL para support in content area classrooms Utilize resource: https://www.cde.state.co.us/uip/strategyguide-pbis

Rationale:
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.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increased focus on PBIS events and activities to encourage increase of student attendance and behavior.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Focus on increasing student daily attendance rate to 92% by monitoring daily attendance and with the assistance of ParentSquare daily attendance reminders send out.
Decrease the number of out of school suspension days by 20% through the use of increasing classroom management strategies and building positive culture schoolwide.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students attendance and behavior will be monitored throughout every nine weeks. Students must meet quarterly PBIS criteria, for both attendance and behavior, to participate in both events and activities.

Person responsible for monitoring outcome
Alison Patrick and James Wulff, Assistant Principals

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Provide counseling services, health resources, and mentoring to students, if needed. Also utilize resource, https://www.cde.state.co.us/uip/strategyguide-pbis.
Rationale:
Tier of Evidence-based Intervention:
Will this evidence-based intervention be funded with UniSIG?
No
Description of Intervention #2:
Rationale:
Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
PBIS incentives will be created for each 9 weeks for students and staff.

Person Monitoring:	**By When/Frequency:**
Jim Wulff	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step #2
Attendance recorded

Person Monitoring:	**By When/Frequency:**
Alison Patrick/Corey Pinkard	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attendance will be recorded daily, every period. Attendance letters will be sent home for absences and CST meetings will be set up.

Action Step #3
Counseling Services

Person Monitoring:	**By When/Frequency:**
Alison Patrick	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Counseling services will be referred to students identified through MH/TMT or staff/parent referrals.

Action Step #4
Student specific PAWS time (homeroom) classes

Person Monitoring:	**By When/Frequency:**
Alison Patrick	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be assigned specific PAWS time (homeroom) classes based on ESOL, MTSS, or another academic needs.

Action Step #5
Provide counseling services, health resources and mentoring, as needed.

Person Monitoring:	**By When/Frequency:**
School counselors	As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will receive services for counseling, health resources, and mentoring as support to be successful in school and life.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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, if applicable. 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

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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 at least a 90% attendance rate, no long form discipline referrals, and no short forms for cell phone or dress

code violations. 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

Plans to Strengthen the Academic Program
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 II of the SIP. (ESEA Section 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/Homeroom (4th 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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 choose to enlist, gain immediate employment, or choose post secondary education. WMHS has several industry certifications ranging from agriculture based, health occupations, and digital technologies.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

Professional learning is provided for administration, teachers and paras throughout the school year. Professional Development is included in pre-planning activities, built in within the school year, and at the end of the school year.

School based professional development focuses on:
- Utilizing high yield strategies in the classroom to include an AVID WICOR focus.
- Data chats/reviews focused on FAST pre, mid, and post student data.
- Building relational capacity with coworkers, students, and families.
- Technology focuses that support student learning.
- Standards breakdowns to ensure student understanding of standards.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources
Describe the process to review the use of resources to meet the identified needs of students.

Wildwood Middle High School uses student data to support the needs of SWD students. We will use our instructional coaches, resource teacher, ESE inclusion teachers and paraprofessionals in classrooms to support students with disabilities.

Specifics to Address the Need
Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

HMH Into Literature

Demonstrates a Rationale

HMHInto Literature is a comprehensive English language arts solution that provides engaging and rigorous texts to build intellectual stamina and tenacity while developing analytical readers, independent thinkers, and proficient writers. *Into Literature* provides a flexible design that allows teachers to differentiate and adapt instruction to meet all students at their appropriate level and develop equitable lessons for their classrooms.

HMH Into Literature:
·   Maximizes growth through data-driven differentiation and targeted scaffolds;
·   Develops learners with positive habits of reading, writing, and thinking behavior to foster agency;
·   Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of views;
·   Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive simple, intuitive program designs;
·   Whole group learning (direct instruction and modeling); and
·   Small group learning (collaboration and guided practice).

i-Ready will be used as a Tier 2 intervention.
ESSA Level 2 (Moderate)
All students take the i-Ready Diagnostic which produces:
·   Next Steps

·   Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks,* teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in bet practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:
·   Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
·   Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
·   Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
·   Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

i-Ready and **Phonics for Reading – Curriculum Associates** will be used as a Tier 3 intervention. ESSA Level 2 (Moderate)

All students take the i-Ready Diagnostic which produces:
·   Next Steps
·   Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific

lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks,* teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

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HMH Into Literature: Demonstrates a Rationale

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·   Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of

views;

·   Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive simple, intuitive program designs;

·   Whole group learning (direct instruction and modeling); and

·   Small group learning (collaboration and guided practice).

Houghton Mifflin Harcourt Read 180
Read 180 - STRONG Evidence

Read 180 is a blended literacy solution for Grades 3 to 12 that builds students' literacy from phonics to fluency to proficiency. It is a Tier II and Tier III intensive intervention solution that supports striving readers, special education students, and multilingual learners. Read 180 accelerates students to achieve grade-level proficiency by:
• Developing foundational literacy skills through explicit instruction on letter sounds, word parts, and syllables
• Deepening academic and content-area vocabulary words
• Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
• Expanding the content knowledge that helps anchor students' understanding of text
• Encouraging meaning making through critical thinking and the ability to view and articulate important issues from multiple perspectives
• Supporting effective expression and language development

Read 180 - STRONG Evidence

IXL - MODERATE Evidence

Read 180 is a blended literacy solution for Grades 3 to 12 that builds students' literacy from phonics to fluency to proficiency. It is a Tier II and Tier III intensive intervention solution that supports striving readers, special education students, and multilingual learners. Read 180 accelerates students to achieve grade-level proficiency by:
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• Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
• Expanding the content knowledge that helps anchor students' understanding of text
• Encouraging meaning making through critical thinking and the ability to view and articulate important

issues from multiple perspectives
• Supporting effective expression and language development

IXL provides:
·   Comprehensive Curriculum
·   Real-Time Diagnostic
·   Persona Guided Practice
·   Actionable Analytics

IXL fosters student ownership by providing independent learning tools, resources for self-remediation, and personalized test prep support. The personalized learning includes built-in differentiation, insightful assessments, and access to all grade levels for scaffolding.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00