

Windy Hill Middle School



2016-17 Schoolwide Improvement Plan

Windy Hill Middle School

3575 HANCOCK RD, Clermont, FL 34711

<https://whm.lake.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Windy Hill Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission at Windy Hill Middle School is to promote the love of learning through a partnership with the students, parents, teachers, and the community, for success in the 21st century.

b. Provide the school's vision statement.

Our school vision is: "Through the collaboration of students, parents, teachers and community members, Windy Hill's vision of personalized learning will be implemented through student/teacher driven decisions, clear goal setting, professional development, and student interest and choice, to foster ownership of their learning. This will result in high levels of student engagement and personal academic success."

Our PL tag line is: "One pack empowering students for life!"

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

During school registration guidance clerks provide ethnicity and home language information. Teachers develop relationships with students and discuss diversity and cultural awareness.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Before school teachers have assigned duties in campus areas of concern. The teachers supervise and interact with students to create a safe before school transition. The presence of teachers, school counselors, administration, and the School Resource Officer, during class changes and cafeteria maintains an orderly transition of mass student movement throughout the school day. WHMS teachers are scheduled duty stations after school transitions to assure safe transitions on and off campus. In addition, the 'Howlers' student voice cohort allows students to feel 'respected' as they have a space and platform to use their voice/opinions/suggestions to represent the larger student body to have an active role in school procedures.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

In order to keep the students engaged with their learning we utilize PBS strategies. Students that go "above and beyond" are awarded with an agenda compliment, a note stating the positive behavior, and a Pack Cash coin to be redeemed for a reward at a later time. Students who display inappropriate minor behaviors will receive an agenda comment. If a student receives 3 agenda comments in a week they will be given a detention, 5 or more they receive a referral. Students who earn 0 or 1 agenda comment for the grading period are rewarded quarterly. Our PBS school-wide expectations are posted around the school and also stated at the end of the morning announcements daily. We also have Wolf Fest, a day with different fun activities, at the end of the year. Students who

have not received a referral are eligible to attend. Teachers and staff are trained in the expectations of the agenda policies so that they can implement them consistently.

d. 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.

Windy Hill has 3 certified professional school counselors. Students who are in need of immediate assistance are able to speak with one of them during the school day. For more severe cases an outside service, CCOS, is used. The CCOS program allows for students to meet with licensed mental health counselors in the school setting. The school counselors work with the CCOS counselors to ensure that those students are successful in the school setting. We also work with other outside agencies such as Lifestream that focus on family and community outreach. The school counselors are also involved in Student Plus, a school-wide program that focuses on high-interest lessons, including bullying, self-esteem, and other issues that are common in middle school. Also, Windy Hill has implemented a mentorship program for the 2016-17 school year along with an out of school diversion program. Led by our ISS /mentorship teacher, students will have an extra intervention layered in the discipline ladder, prior to OSS. This intervention will be facilitated by the ISS/mentorship teacher who will focus on behavior modification, leadership skills and organization strategies. The mentorship program, "A Better Tomorrow" will meet at least twice a month to provide an onsite mentor to students who will monitor both academics and behavior.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

There are several indicators that we look at for potential at-risk students. The school counselors along with the school administrators collect data on students who exhibit one or more of the following characteristics: poor attendance, suspensions, failing grades, and level 1 FCAT scores. We also look at students in the Families in Transition (FIT) program as well as those in special programs; ESE, 504, and ELL. Meetings are held with the student's teachers and other support personnel to help identify issues and possible solutions.

b. Provide the following data related to the school's early warning system

1. 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	47	47	47	0	0	0	0	141	
One or more suspensions	0	0	0	0	0	0	16	34	23	0	0	0	0	73	
Course failure in ELA or Math	0	0	0	0	0	0	15	42	44	0	0	0	0	101	
Level 1 on statewide assessment	0	0	0	0	0	0	168	216	136	0	0	0	0	520	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	24	35	27	0	0	0	0	86

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

School counselors hold monthly Response to Intervention (RtI) meetings with teachers, guidance and administration. PBS reduces the number of suspensions thus improving their grades. Monthly attendance meetings with social workers focus on improving attendance. Intensive reading improves reading scores, X-Block offers remediation. Student Plus encourages students to look at college and career options to help with post-secondary success. Each 9 week failing students will receive an opportunity to use computer based Edgenuity for grade recovery. WHMS also conducts quarterly parent conference nights, to make all teachers available to meet with parents in the evening, so parent participation rates are higher.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parental involvement targets include the number of volunteer hours logged by parents, the attendance at Open House, as well as the attendance at the WHMS science fair, STEM Night, Making Learning Personal Open House, and AVID parent night. Skyward parent portal will be available for parents to check student progress. Parent conference night will provide an opportunity for parents to meet and discuss academic progress. For the 2016-17 school year, WHMS will travel to the Four Corners area to meet the community and advertise the programs and offerings at the school. Titled "Wolves Night Out," and partnered with the Sheriff's Office, we plan to build stronger relationships with the community we serve.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

WHMS program leaders and departments solicit business partnerships from the local community. The programs that are in need of support submit resources request letters that are approved by administrations. One assistant principal will be in charge of forming business partnerships, and will work with our community liaison this year to support the work of the school and build the school's brand within the community.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Roberts, William	Principal
Crosby, Abigail	Assistant Principal
Cousineau, Kelly	Assistant Principal
Wolf, Rhonda	Assistant Principal
	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

William Roberts, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing effective teaching strategies, conducts assessment of skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation, and communicates with SAC monthly on progress.

Kelly Cousineau, Abigail Crosby, Tara Hatch, Rhonda Wolf, Assistant Principals: Assists the principal in ensuring that the school-based team is implementing effective teaching strategies, conducting assessment of skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support implementation, monitoring personalized learning and Innovative Professional Development, and communicating with SAC monthly on progress.

Reshonda Scott, Jason Lancy, Dennis Doherty, Laura Zahn, General Education Teachers: Provides information about core instruction, participates in student data collection, collaborates with members of their departments to implement effective teaching strategies and facilitate PLC's. Meets twice monthly to plan as a leadership team.

Connan Rutledge, Exceptional Student Education Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education and ESE inclusion teachers.

Jessica Woods, Florida Standards Teacher: Assists in the coordination, implementation, and alignment of Florida Standards and the delivery of best practices to support Curriculum, Instruction, and Assessment

Amy Parrott, Literacy Coach: Provides guidance on K-12 reading plan, facilitates and supports data collection, assists in data analysis, provides professional development and assistance to teachers regarding research based reading strategies, supports implementation of Tier 1, 2 and 3 intervention plans.

Laura Fagan & Reshonda Scott, Personalized Facilitator: Acts as a liaison between WHMS and the district PL supervisor to ensure implementation of the WHMS PL plan, support teachers as they pilot personalized learning, facilitate PL professional development, report to stakeholders the progress of our PL implementation and work with students to have their voice in the roll-out of personalized learning.

Caroline O'Connor, Samantha Moberg, and Gretchen Buczkowski, Guidance Counselors: Provide services to support the academic, emotional, behavioral, and social success to the students. Participates in collection, interpretation and analysis of data and facilitates in the development of

intervention plans.

Chadwick Griffin: serves as mentorship and in-school suspension teacher. The primary duties include strengthening relationships with the students in the lowest 30% and provide in-school interventions to reduce the occurrences and length of out of school suspensions.

2. 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.

WHMS utilizes several problem-solving processes to support student achievement. Students receive daily remediation and/or enrichment through the 30-minute X-block period. Department chairs meet twice monthly with administration to discuss resource allocation, teacher support systems, core instruction and professional development needs. All teachers meet in weekly PLC's to review student achievement and plan core instruction based on student needs. Team leaders meet twice monthly to review procedural needs. iPD facilitators meet once a month to report on the progress of iPD time and ensure the fidelity of the collaborative time.

Initial planning of all programs and budgets will begin with the principal. In this initial planning, the team will determine the SIP goal and the program needs as it relates to the SIP goal. Program needs and budgets will be determined based on student achievement results and SIP goals. Title III: ELL TA's, Rosetta Stone, Word to Word Dictionary, Compliance Monitoring, PLC for Implementing RTI for ELL, IPT to identify ELL's.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Clintina Watts	Business/Community
Annmarie Gaglio	Parent
Victoria Arribas	Teacher
Kim Breeding	Teacher
Barb Herrmann	Education Support Employee
Beth Henkel	Parent
Dena Berry	Parent
Gary Locuson	Teacher
Vrenlly Cruz	Education Support Employee
Jose Baires	Parent
Kenia Majia	Parent
Kimberly Leamon	Parent
Catherine Long	Teacher
Jeffrey Threlfall	Teacher
Mari Grindrod	Business/Community
Latisha Rodriguez	Business/Community
William Roberts	Principal
Cathy Santocki	Education Support Employee
Sasha Agosto	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC reviews the progress of student achievement data and the School Improvement Plan. Data reports are given as data becomes available and strategies are discussed with data to drive decisions. Input is given throughout the development process as well as final approval.

b. Development of this school improvement plan

A review of 2015-2016 school year data along with current initiatives was completed at a SAC meeting. SAC gave suggestions for SIP goals and feedback on initiatives. Members of SAC also completed a climate survey and the results were considered for the SIP.

c. Preparation of the school's annual budget and plan

Each year, the leadership team sets the goals and priorities for instruction and increasing student achievement after analyzing data reports and climate surveys. A prioritized list of needs is developed and budget requirements established. SAI and Collaborative times funds are also budgeted to meet the prioritized needs. Much of the discretionary budget is used for the operation of the school. SAC is used to help prioritize needs and make suggestions for improvement.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

No school improvement funds available.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Roberts, William	Principal
Cousineau, Kelly	Assistant Principal
Crosby, Abigail	Assistant Principal
Wolf, Rhonda	Assistant Principal
	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will provide Content Area Reading training to any language arts teacher who has not completed CAR-PD in order to ensure that teachers are implementing before, during, and after reading strategies. The LLT will also work to increase text complexity in fiction and non-fiction text school-wide as well as increase the amount of cross-content writing. Windy Hill will participate in Celebrate Literacy Week in January 2017.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Windy Hill Middle School teachers have planning periods scheduled by departments. This time allows for time for team collaboration, lesson planning, deconstructing standards, etc. Three Wednesday's per month, department teachers meet in PLC groups to enhance the curriculum and learning task to promote student achievement. Grade level core teachers will also meet in iPD (innovative professional development) giving them 1 full day of collaboration each month.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Windy Hill Middle School offers a New Teacher Orientation which includes collaboration between new teachers and the Pup Pack group. The Pup Pack group consists of experienced WHMS teachers who work with new teachers face-to-face as well as using professional networking sites online to support and encourage professional development.

2. All new teachers (new to the profession or new to the school) at WHMS are assigned a mentor teacher who provides answers to concerns and questions related to day to day operations and curriculum needs. Mentors assist in the successful completion of the Teacher Orientation portfolio and professional development.

3. Administration reviews applications posted on District Employment Website to recruit highly qualified, effective teachers to WHMS.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers have the opportunity to participate in two mentoring programs at WHMS. All new teachers are paired with an experienced WHMS teacher who will assist with daily operations and curriculum needs. This pairing is determined with a variety of factors in mind, including room proximity and curriculum department needs. A second element of the WHMS mentoring plan includes the support from the WHMS Pup Pack group. This team of experienced teachers meets monthly with new teachers in both face-to-face and online settings to encourage collaboration, discussion, and an open forum for questioning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

School based administrators ensure instructional programs are aligned to state standards by monitoring instructional lesson plans, observations, and classroom walk through visits. Windy Hill follows Lake County District blueprints. The district blueprints maps out the course of instructions and standards to meet the required Florida standards. Administration will examine aggregated data from classroom visits and share trends with department chairs and the entire staff.

Windy Hill assures that instructional materials are aligned with Florida standards by attending district textbook meetings. The textbook administrator issues state adopted material are issued to teachers and students.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Students that do not meet the state proficiency level are placed in remedial reading courses to strengthen their reading skills. Students who do not qualify for remedial reading courses but could use reading comprehension assistance will have a language arts teacher who is NGCAR-PD certified (entire ELA department).

Students who do not meet proficiency in other subject areas receive content remediation during a designated 30 minute X-Block, where students receive differentiated instruction from a core teacher.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 30

Student clubs and intramural enriched curriculum and provide a well rounded education. These clubs include National Junior Honor Society (NJHS), Science Club, Math Counts, Yearbook, AVID Club, Robotics Club, and Art Club. Students have the opportunity to join a variety of activities. Students that score Level 1 and 2 in FCAT Reading and Math are offered before school tutoring (with transportation) using computer based instruction aides to remediate areas of concern. Students use Achieve and Edgenuity as tools for remediation.

Strategy Rationale

Club provide enrichment activities and real world applications to the content learned in the classrooms. Also, many of the clubs have a service element, which helps build community awareness, and develops a global citizen.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Crosby, Abigail, crosbya@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Climate surveys are given each year to monitor school programs. Attendance is taken for each meeting or practice. Teacher observation of student mastery on club activities also provides data for example, Math Counts problem completion, Science lab/experiment successes, and student performances.

FSA Reading and Math scores will be analyzed for student performance growth. Attendance will be taken at each morning session to chart attendance of program with student performance gains.

Strategy: Extended School Day

Minutes added to school year: 30

Student PL Lab: the establishment of a personalized learning lab for students. The Student PL Lab is staffed by a content area certified teacher and students are able to attend the lab to accelerate or remediate in core and enrichment content areas, dependent on their individual need.

Strategy Rationale

Being a personalized learning school, it is critical to afford students anytime/anywhere learning opportunities. With the implementation of the Student PL Lab, students have greater control and flexibility over the time element of their learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Crosby, Abigail, crosbya@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom grades, standards mastery, LSA data, FSA results

Strategy: Extended School Day

Minutes added to school year: 1,080

Blended Learning: students receive instruction from a method available outside of the classroom.

Strategy Rationale

Blended learning will allow students to receive instruction outside of the classroom/direct instruction. Most forms will be digital platforms, including Edmodo and Schoology, which allow students to view lessons, work on assignments and submit them to their teacher. In addition, these platforms allow for students to collaborate, virtually.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Roberts, William, robertsw@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Blended learning verification sheets will be completed for every blended learning classroom.

Strategy: Extended School Day

Minutes added to school year: 0

Open computer lab daily for for the 2nd and 3rd nine weeks for 1.5 hours before school for students to access on-line remediation through Achieve and Edgenuity.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hunt, Keith, huntk@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Sign in sheets will be used as well as data reports for each remediation area

Strategy: Summer Program

Minutes added to school year: 0

E2020 Credit Summer recovery program allows students who fail a course to receive on-line instruction with teacher support to remediate and prove mastery for a passing grade. During the summer students can attend daily sessions.

Strategy Rationale

Students are able to be remediate and not retained for single subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Crosby, Abigail, crosbya@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Completion rate and Edgenuity grades are monitored.

Strategy: Extended School Day

Minutes added to school year: 0

Edgenuity credit recovery program allows students who fail a course to receive on-line instruction with teacher support to remediate and prove mastery for a passing grade.

Strategy Rationale

Students are able to be remediate and not be retained for single subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Crosby, Abigail, crosbya@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Completion rate and Edgenuity grades are monitored.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

Incoming 5th graders have three opportunities to receive on campus information sessions to ease transitions to a new campus. The incoming 5th graders may attend 5th Grade Night, Wolf Camp, and/or 6th Grade Orientation. The sessions generally last 2 - 3 hours with time for campus tours, textbook information, enrichment opportunities, athletic information, etc.. School counselors facilitate high school transitions by scheduling campus visits for high school counselors to schedule courses for the rising 9th graders. School counselors visit elementary schools to discuss middle school requirements.

b. College and Career Readiness

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

Students are identified through data and scheduled accordingly to meet the student needs. When necessary students meet with the grade level guidance counselors to develop meaningful plans. Promote AVID through announcements, website and call outs. 8th grade U.S. History students complete a personal education plan in the career planning course. All 8th graders take the PSAT paid by the Florida Partnership.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Keyboarding, Computer Applications, Introduction to IT, Introduction to Technology, Culinary Health and AVID are courses offered. These courses help make the connection to the real life application. PLC's are held with core teachers to lead to expansion of connections in the core classrooms. Essential Questions are used school-wide to help students understand the goal of the classroom instruction and how it relates to real-life. We are working to expand the number of students taking

advanced and high school level course work. We also are expanding the performance task classroom experiences. 8th grade U.S History students complete an academic and career plan which emphasizes the importance of entrepreneurship and technology in career fields.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Students can take business keyboarding and computer applications which allow them to learn typing skills and Microsoft Office programs which can be used for report writing and presentations. 8th grade students will be able to take Intro to IT, high is a high school credit course and also provides an opportunity to earn industry certification, after passing an exam. Career education is mainly implemented in 8th grade into the US History curriculum. Once a year a representative from the CTE department comes and meets with the 8th grade social studies classes. The counselors also discuss career and college readiness during Student PLUS Time.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

In order to prepare students at the postsecondary level we place students in rigorous coursework to challenge them. Some students are placed in the AVID program to help give them strategies and support to be successful in advanced courses. Students are also required in US History to learn about different career options through the CTE department. Students are exposed to different college options through AVID, Student PLUS Time, and other events done around campus.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

- Strengths: work with lowest quartile, learning gains, ELA, Writing, Algebra
- Weakness: math, overall

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

- Students are missing foundation math skills, including basic math facts and proficiency in operations with real numbers
- Students have difficulty with word problems and do not routinely employ a problem-solving plan

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase academic proficiency through student choice and voice, shared ownership, and a common vision resulting in student-driven pathways guiding personalized standards-based instruction.
- G2.** Reducing excessive absences through mentorship, PBS, and classroom engagement resulting in increased opportunities and enhanced exposure to standards-based instruction.
- G3.** Increase the cognitive demand in student tasks and assessments through a systems-interdependent instructional program (e.g. AVID, Thinking Maps, personalized learning) resulting in standards-based instruction that reflects the extent and rigor of each standard.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase academic proficiency through student choice and voice, shared ownership, and a common vision resulting in student-driven pathways guiding personalized standards-based instruction. 1a

G086761

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	84.0
Math Lowest 25% Gains	69.0
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal 3

- Not all teachers have been trained on Classroom Design and Delivery
- Students may not feel prepared to take ownership of their own learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personalized Learning Facilitators (PLFs), model PL classrooms, PL lab time for both teachers and students, Edmodo, Schoology, district ILS

Plan to Monitor Progress Toward G1. 8

Throughout the year, we will examine student work samples, school/district assessment data, and solicit feedback from our stakeholder groups regarding the implementation of the BYOD program.

Person Responsible

Rhonda Wolf

Schedule

Quarterly, from 8/10/2016 to 5/17/2017

Evidence of Completion

School and district assessments, student work samples, and stakeholder feedback.

G2. Reducing excessive absences through mentorship, PBS, and classroom engagement resulting in increased opportunities and enhanced exposure to standards-based instruction. 1a

G086762

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	76.0

Targeted Barriers to Achieving the Goal 3

- New teachers to Lake County Schools and/or Windy Hill Middle School may be unfamiliar with PBS and/or the agenda comments.
- Students are not fully aware of the discipline ladder and are making poor choices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Support (the number of positive comments)
- X Block
- Meetings with school counselors.
- Mentorship teacher
- Teacher mentors

Plan to Monitor Progress Toward G2. 8

Data will be collected each nine weeks for agenda comments and distribution of PBS coins

Person Responsible

William Roberts

Schedule

Quarterly, from 8/22/2016 to 5/19/2017

Evidence of Completion

The collected data should show a decrease in suspensions (in and out of school) by ten percent.

G3. Increase the cognitive demand in student tasks and assessments through a systems-interdependent instructional program (e.g. AVID, Thinking Maps, personalized learning) resulting in standards-based instruction that reflects the extent and rigor of each standard. 1a

G086763

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0
FSA Mathematics Achievement	68.0

Targeted Barriers to Achieving the Goal 3

- Students unfamiliar with AVID strategies, Thinking Maps and Personalized Learning
- Staff unfamiliar with AVID strategies, Thinking Maps and Personalized Learning
- Student accountability for academics/Personalized Learning (Self pacing, awareness)
- Staff unfamiliar with deepening the rigor of Standards Based Instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID strategies implemented school wide including College Readiness awareness
- Staff training and professional development in AVID Strategies, Thinking Maps and Personalized Learning
- School counselors/Administrators available to facilitate character lessons with growth mindset
- Personalized Learning/Florida Standards/Literacy Coaches training staff and coaching teachers in and out of classroom
- Shifts in Math and ELA throughout the district with support trainings on and off campus

Plan to Monitor Progress Toward G3. 8

School wide ELA and Math data will be collected to determine the effectiveness of implemented strategies.

Person Responsible

Abigail Crosby

Schedule

Quarterly, from 8/10/2016 to 5/17/2017

Evidence of Completion

ELA and Math percentage of students on grade level or above will increase to show use of and effectiveness of strategies implemented.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase academic proficiency through student choice and voice, shared ownership, and a common vision resulting in student-driven pathways guiding personalized standards-based instruction. **1**

 **G086761**

G1.B1 Not all teachers have been trained on Classroom Design and Delivery **2**

 **B230643**

G1.B1.S1 Train all new teachers to WHMS in Classroom Design and Delivery and offer the training as a refresher for returning teachers. **4**

 **S243326**

Strategy Rationale

Classroom Design and Delivery will guide teachers to create the culture necessary to make learning personal. Teachers who took the course prior to the 2016-17 school year may not have a better understanding of the expectations and may want to follow-up with a more in-depth training.

Action Step 1 **5**

Work with Kathy Halbig to schedule Doug Finn from Reinventing Schools to train our teachers.

Person Responsible

Abigail Crosby

Schedule

Annually, from 8/10/2016 to 5/19/2017

Evidence of Completion

Classrooms will have student created SOPs, shared visions, and codes of cooperation; choices for students to show mastery.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Walk-throughs by the administrative team; meetings and observations with PLFs

Person Responsible

Abigail Crosby

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Classroom walk-through data; posted SOPs, shared visions, and codes of cooperation; student options in assignments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Through classroom walk-throughs, administrators and PLFs will speak with students and gather evidence from student artifacts (utilizing a standard rubric provided by RISC to have a common focus)

Person Responsible

Abigail Crosby

Schedule

Monthly, from 8/10/2016 to 5/19/2017


Evidence of Completion

Examples of SOPs, shared visions, codes of cooperation, and student choice boards

G1.B2 Students may not feel prepared to take ownership of their own learning **2**

 B230644

G1.B2.S1 Include students in creation of classroom culture and choices to show standards mastery **4**

 S243327

Strategy Rationale

Students that are accustomed to traditional classrooms may be hesitant to take an individual pathway to show mastery. Through classroom culture, the students unpack standards and understand the "why" of their learning.

Action Step 1 **5**

Students will unpack standards and be co-creators of classroom culture with their teachers.

Person Responsible

Abigail Crosby

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Posted SOPs, shared visions, codes of cooperation, completed student pathway sheets (including unpacking the standards)

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Classroom walk-throughs that include speaking with the students to have them explain the "why" of their learning

Person Responsible

Abigail Crosby

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Students are able to explain the standards and how it connects to the activity choices to prove mastery

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom walk-throughs by the administrative team and PLFs

Person Responsible

Abigail Crosby


Schedule

Monthly, from 8/10/2016 to 5/19/2017


Evidence of Completion

Walk-through data on culture and student choice to show mastery

G2. Reducing excessive absences through mentorship, PBS, and classroom engagement resulting in increased opportunities and enhanced exposure to standards-based instruction. 1

 G086762

G2.B1 New teachers to Lake County Schools and/or Windy Hill Middle School may be unfamiliar with PBS and/or the agenda comments. 2

 B230645

G2.B1.S1 Assign mentors to new teachers to guide them through the discipline ladder and PBS system.

4

 S243328

Strategy Rationale

Experienced teachers may offer guidance and support based on prior experiences.

Action Step 1 5

Train all new teachers about PBS, the WHMS discipline ladder, and agenda comments system through the use of mentors and Pup Pack meetings.

Person Responsible

Rhonda Wolf

Schedule

On 5/19/2017

Evidence of Completion

Sign in sheets from new teacher meetings, usage of teacher agenda comments

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Ongoing meetings between new teachers at Pup Pack Meetings

Person Responsible

Rhonda Wolf

Schedule

Monthly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Sign-in sheets for new teacher meetings at Pup Pack Meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Track number of agenda comments, discipline referrals, and suspensions and report data at new teacher meetings

Person Responsible

William Roberts

Schedule

Quarterly, from 8/19/2016 to 5/19/2017


Evidence of Completion

Sign in sheets from new teacher meetings, check agendas for teacher comments, decrease in number of discipline referrals and suspensions

G2.B2 Students are not fully aware of the discipline ladder and are making poor choices. **2**

 B230646

G2.B2.S1 Utilize PLUS days and mentorship teachers to allow the guidance counselors to remind students about PBS, bullying, and agenda comments. **4**

 S243329

Strategy Rationale

Action Step 1 **5**

Guidance counselors will meet with students on PLUS Days to conduct anti-bullying lessons, good decision making strategies, and digital literacy skills.

Person Responsible

Kelly Cousineau

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

PLUS schedules and observations, usage of agenda comments

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Administration visit/support PLUS lessons on bullying, decision making and digital literacy.

Person Responsible

Kelly Cousineau

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Classroom visits, exit tickets, & surveys

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Look at the number of agenda comments and discipline referrals, PLC and team discussions on student responses after PLUS lessons.

Person Responsible

Kelly Cousineau

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

An increase in positive agenda comments and a decrease in discipline referrals & OSS instances

G3. Increase the cognitive demand in student tasks and assessments through a systems-interdependent instructional program (e.g. AVID, Thinking Maps, personalized learning) resulting in standards-based instruction that reflects the extent and rigor of each standard. 1

G086763

G3.B1 Students unfamiliar with AVID strategies, Thinking Maps and Personalized Learning 2

B230647

G3.B1.S1 Upon completion of training's, teacher will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching. 4

S243330

Strategy Rationale

Teachers and students will become knowledgeable and able to utilize strategies to enhance their academic awareness, ownership and meet the rigor of the standards based instruction.

Action Step 1 5

100% of the core content staff will be trained in AVID Strategies, Thinking Maps and Personalized Learning.

Person Responsible

Kelly Cousineau

Schedule

Quarterly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Upon completion of training's, teacher will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching. This will assist with meeting standards based instruction and will reflect in FSA scores. Will train teacher leaders in rigor and instructional shifts to be transferred through PLC's.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration and coaches will provide trainings in AVID Strategies, Thinking Maps and Personalized Learning.

Person Responsible

Kelly Cousineau

Schedule

Quarterly, from 8/26/2016 to 5/27/2017

Evidence of Completion

Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching. This will assist with meeting rigorous standards based instruction and will reflect in FSA scores.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrators will monitor the participation and usage of AVID Strategies, Thinking Maps and Personalized Learning.

Person Responsible

Rhonda Wolf

Schedule

Monthly, from 8/24/2016 to 5/27/2017


Evidence of Completion

When performing classroom walk-throughs, administrators will monitor the use of strategies by both students and teachers. This should reflect evidence that the students and teachers are properly using AVID, Thinking Maps and Personalized Learning strategies and procedures. the CWT tool employed is the standards-based classroom visit checklist.

G3.B2 Staff unfamiliar with AVID strategies, Thinking Maps and Personalized Learning **2**

 B230648

G3.B2.S1 Upon completion of training, teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching. **4**

 S243331

Strategy Rationale

Staff will assist students in learning how to be more aware of their academic learning through the use of AVID strategies, Thinking Maps and Personalized Learning. Students will take ownership and incorporate college readiness skills in their daily academics

Action Step 1 **5**

Teacher training of AVID Strategies, Thinking Maps and Personalized Learning.

Person Responsible

Kelly Cousineau

Schedule

Monthly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Lesson plans, unit planning and student work samples

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Ensure all staff has the opportunity to train in AVID Strategies, Thinking Maps and Personalized Learning

Person Responsible

Rhonda Wolf

Schedule

Quarterly, from 8/24/2016 to 5/26/2017

Evidence of Completion

Sign in sheets from training, One Note teacher feedback, academic gains on FSA ELA and Math testing

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administration and coaches will monitor effectiveness of trainings.

Person Responsible

Kelly Cousineau

Schedule

On 5/26/2017

Evidence of Completion

Data evidence from FSA for ELA and Math, student work samples and teachers monitoring of power 5.

G3.B3 Student accountability for academics/Personalized Learning (Self pacing, awareness) 2

 B230649

G3.B3.S1 Teaching students how to unpack the standard, follow pacing guides, and use AVID strategies, Thinking Maps and Personalized Learning. 4

 S243332

Strategy Rationale

Having this knowledge and skills will help the students become more aware of their academics and help them meet the rigor of the standards based instruction.

Action Step 1 5

Students will unpack standards, follow pacing guides, learn AVID strategies, Thinking Maps and participate in Personalized Learning in the classrooms.

Person Responsible

Rhonda Wolf

Schedule

Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

We will collect student data on LSA's and FSA's and monitor the lowest 30% of students as well as the Power of Five.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teachers and Administration will monitor the usage of PL, Thinking Maps and AVID Strategies within the class and classroom walk through visits.

Person Responsible

William Roberts

Schedule

On 5/26/2017

Evidence of Completion

Evidence of usage through documentation in One Note, FSA ELA and Math Data, Lowest 30% and Power of 5.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Classroom walk through visits, data reflections

Person Responsible

William Roberts

Schedule

Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Data collected through classroom visits documented in One Note

G3.B4 Staff unfamiliar with deepening the rigor of Standards Based Instruction 2

B230650

G3.B4.S1 Continued training through Genius Hours, PLC's, iPD and district provided resources to improve the rigor of standards based instruction. 4

S243333

Strategy Rationale

Upon receiving training and developing deeper knowledge of how to effectively increase the depth of rigor in standards based instruction, FSA scores will increase to reflect academic gains.

Action Step 1 5

Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching. This will assist with meeting standards based instruction and will reflect in FSA scores.

Person Responsible

Rhonda Wolf

Schedule

On 5/26/2017

Evidence of Completion

Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching. This will assist with meeting standards based instruction and will reflect in FSA scores and administrator classroom visits.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Standards based reflections of student work during iPD, Administrator classroom visits, and collaboration times.

Person Responsible

Kelly Cousineau

Schedule

Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Data evidence of student work/mastery through discussion with colleagues and reflection of mastery across the grade level content.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Collaboration of student data and comparison of content through iPD.

Person Responsible

Kelly Cousineau

Schedule











Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Data evidence of student work/mastery through discussion with colleagues and reflection of mastery across the grade level content.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M326031	Throughout the year, we will examine student work samples, school/district assessment data, and...	Wolf, Rhonda	8/10/2016	School and district assessments, student work samples, and stakeholder feedback.	5/17/2017 quarterly
G3.MA1 M326045	School wide ELA and Math data will be collected to determine the effectiveness of implemented...	Crosby, Abigail	8/10/2016	ELA and Math percentage of students on grade level or above will increase to show use of and effectiveness of strategies implemented.	5/17/2017 quarterly
G2.B2.S1.MA1 M326034	Look at the number of agenda comments and discipline referrals, PLC and team discussions on student...	Cousineau, Kelly	8/10/2016	An increase in positive agenda comments and a decrease in discipline referrals & OSS instances	5/17/2017 monthly
G2.B2.S1.MA1 M326035	Administration visit/support PLUS lessons on bullying, decision making and digital literacy.	Cousineau, Kelly	8/10/2016	Classroom visits, exit tickets, & surveys	5/17/2017 monthly
G2.B2.S1.A1 A314833	Guidance counselors will meet with students on PLUS Days to conduct anti-bullying lessons, good...	Cousineau, Kelly	8/10/2016	PLUS schedules and observations, usage of agenda comments	5/17/2017 monthly
G3.B1.S1.A1 A314834	100% of the core content staff will be trained in AVID Strategies, Thinking Maps and Personalized...	Cousineau, Kelly	8/10/2016	Upon completion of training's, teacher will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching. This will assist with meeting standards based instruction and will reflect in FSA scores. Will train teacher leaders in rigor and instructional shifts to be transferred through PLC's.	5/17/2017 quarterly
G2.MA1 M326036	Data will be collected each nine weeks for agenda comments and distribution of PBS coins	Roberts, William	8/22/2016	The collected data should show a decrease in suspensions (in and out of school) by ten percent.	5/19/2017 quarterly
G1.B1.S1.MA1 M326027	Through classroom walk-throughs, administrators and PLFs will speak with students and gather...	Crosby, Abigail	8/10/2016	Examples of SOPs, shared visions, codes of cooperation, and student choice boards	5/19/2017 monthly
G1.B1.S1.MA1 M326028	Walk-throughs by the administrative team; meetings and observations with PLFs	Crosby, Abigail	8/10/2016	Classroom walk-through data; posted SOPs, shared visions, and codes of cooperation; student options in assignments	5/19/2017 monthly
G1.B1.S1.A1 A314830	Work with Kathy Halbig to schedule Doug Finn from Reinventing Schools to train our teachers.	Crosby, Abigail	8/10/2016	Classrooms will have student created SOPs, shared visions, and codes of cooperation; choices for students to show mastery.	5/19/2017 annually
G1.B2.S1.MA1 M326029	Classroom walk-throughs by the administrative team and PLFs	Crosby, Abigail	8/10/2016	Walk-through data on culture and student choice to show mastery	5/19/2017 monthly
G1.B2.S1.MA1 M326030	Classroom walk-throughs that include speaking with the students to have them explain the "why" of...	Crosby, Abigail	8/10/2016	Students are able to explain the standards and how it connects to the activity choices to prove mastery	5/19/2017 monthly
G1.B2.S1.A1 A314831	Students will unpack standards and be co-creators of classroom culture with their teachers.	Crosby, Abigail	8/10/2016	Posted SOPs, shared visions, codes of cooperation, completed student pathway sheets (including unpacking the standards)	5/19/2017 monthly
G2.B1.S1.MA1 M326032	Track number of agenda comments, discipline referrals, and suspensions and report data at new...	Roberts, William	8/19/2016	Sign in sheets from new teacher meetings, check agendas for teacher comments, decrease in number of discipline referrals and suspensions	5/19/2017 quarterly
G2.B1.S1.MA1 M326033	Ongoing meetings between new teachers at Pup Pack Meetings	Wolf, Rhonda	8/22/2016	Sign-in sheets for new teacher meetings at Pup Pack Meetings	5/19/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1  A314832	Train all new teachers about PBS, the WHMS discipline ladder, and agenda comments system through...	Wolf, Rhonda	8/29/2016	Sign in sheets from new teacher meetings, usage of teacher agenda comments	5/19/2017 one-time
G3.B2.S1.MA1  M326039	Administration and coaches will monitor effectiveness of trainings.	Cousineau, Kelly	8/26/2016	Data evidence from FSA for ELA and Math, student work samples and teachers monitoring of power 5.	5/26/2017 one-time
G3.B2.S1.MA1  M326040	Ensure all staff has the opportunity to train in AVID Strategies, Thinking Maps and Personalized...	Wolf, Rhonda	8/24/2016	Sign in sheets from training, One Note teacher feedback, academic gains on FSA ELA and Math testing	5/26/2017 quarterly
G3.B2.S1.A1  A314835	Teacher training of AVID Strategies, Thinking Maps and Personalized Learning.	Cousineau, Kelly	8/26/2016	Lesson plans, unit planning and student work samples	5/26/2017 monthly
G3.B3.S1.MA1  M326041	Classroom walk through visits, data reflections	Roberts, William	8/26/2016	Data collected through classroom visits documented in One Note	5/26/2017 quarterly
G3.B3.S1.MA1  M326042	Teachers and Administration will monitor the usage of PL, Thinking Maps and AVID Strategies within...	Roberts, William	8/26/2016	Evidence of usage through documentation in One Note, FSA ELA and Math Data, Lowest 30% and Power of 5.	5/26/2017 one-time
G3.B3.S1.A1  A314836	Students will unpack standards, follow pacing guides, learn AVID strategies, Thinking Maps and...	Wolf, Rhonda	8/26/2016	We will collect student data on LSA's and FSA's and monitor the lowest 30% of students as well as the Power of Five.	5/26/2017 quarterly
G3.B4.S1.MA1  M326043	Collaboration of student data and comparison of content through iPD.	Cousineau, Kelly	8/26/2016	Data evidence of student work/mastery through discussion with colleagues and reflection of mastery across the grade level content.	5/26/2017 quarterly
G3.B4.S1.MA1  M326044	Standards based reflections of student work during iPD, Administrator classroom visits, and...	Cousineau, Kelly	8/26/2016	Data evidence of student work/mastery through discussion with colleagues and reflection of mastery across the grade level content.	5/26/2017 quarterly
G3.B4.S1.A1  A314837	Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate...	Wolf, Rhonda	8/26/2016	Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching. This will assist with meeting standards based instruction and will reflect in FSA scores and administrator classroom visits.	5/26/2017 one-time
G3.B1.S1.MA1  M326037	Administrators will monitor the participation and usage of AVID Strategies, Thinking Maps and...	Wolf, Rhonda	8/24/2016	When performing classroom walk-throughs, administrators will monitor the use of strategies by both students and teachers. This should reflect evidence that the students and teachers are properly using AVID, Thinking Maps and Personalized Learning strategies and procedures. the CWT tool employed is the standards-based classroom visit checklist.	5/27/2017 monthly
G3.B1.S1.MA1  M326038	Administration and coaches will provide trainings in AVID Strategies, Thinking Maps and...	Cousineau, Kelly	8/26/2016	Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching. This will assist with meeting rigorous standards based instruction and will reflect in FSA scores.	5/27/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase academic proficiency through student choice and voice, shared ownership, and a common vision resulting in student-driven pathways guiding personalized standards-based instruction.

G1.B1 Not all teachers have been trained on Classroom Design and Delivery

G1.B1.S1 Train all new teachers to WHMS in Classroom Design and Delivery and offer the training as a refresher for returning teachers.

PD Opportunity 1

Work with Kathy Halbig to schedule Doug Finn from Reinventing Schools to train our teachers.

Facilitator

Reshonda Scott and Laura Fagan

Participants

All teachers

Schedule

Annually, from 8/10/2016 to 5/19/2017

G2. Reducing excessive absences through mentorship, PBS, and classroom engagement resulting in increased opportunities and enhanced exposure to standards-based instruction.

G2.B1 New teachers to Lake County Schools and/or Windy Hill Middle School may be unfamiliar with PBS and/or the agenda comments.

G2.B1.S1 Assign mentors to new teachers to guide them through the discipline ladder and PBS system.

PD Opportunity 1

Train all new teachers about PBS, the WHMS discipline ladder, and agenda comments system through the use of mentors and Pup Pack meetings.

Facilitator

Administration and new teacher mentors

Participants

New teachers

Schedule

On 5/19/2017

G3. Increase the cognitive demand in student tasks and assessments through a systems-interdependent instructional program (e.g. AVID, Thinking Maps, personalized learning) resulting in standards-based instruction that reflects the extent and rigor of each standard.

G3.B1 Students unfamiliar with AVID strategies, Thinking Maps and Personalized Learning

G3.B1.S1 Upon completion of training's, teacher will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching.

PD Opportunity 1

100% of the core content staff will be trained in AVID Strategies, Thinking Maps and Personalized Learning.

Facilitator

Administration, Coaches, Teacher Trainers

Participants

All staff and students

Schedule

Quarterly, from 8/10/2016 to 5/17/2017

G3.B2 Staff unfamiliar with AVID strategies, Thinking Maps and Personalized Learning

G3.B2.S1 Upon completion of training, teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching.

PD Opportunity 1

Teacher training of AVID Strategies, Thinking Maps and Personalized Learning.

Facilitator

Administration, teacher leaders, coaches and district staff

Participants

Teachers

Schedule

Monthly, from 8/26/2016 to 5/26/2017

G3.B4 Staff unfamiliar with deepening the rigor of Standards Based Instruction

G3.B4.S1 Continued training through Genius Hours, PLC's, iPD and district provided resources to improve the rigor of standards based instruction.

PD Opportunity 1

Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching. This will assist with meeting standards based instruction and will reflect in FSA scores.

Facilitator

Administration, Teacher Leaders, Coaches, District Staff

Participants

Teachers

Schedule

On 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Work with Kathy Halbig to schedule Doug Finn from Reinventing Schools to train our teachers.	\$0.00
2	G1.B2.S1.A1	Students will unpack standards and be co-creators of classroom culture with their teachers.	\$0.00
3	G2.B1.S1.A1	Train all new teachers about PBS, the WHMS discipline ladder, and agenda comments system through the use of mentors and Pup Pack meetings.	\$0.00
4	G2.B2.S1.A1	Guidance counselors will meet with students on PLUS Days to conduct anti-bullying lessons, good decision making strategies, and digital literacy skills.	\$0.00
5	G3.B1.S1.A1	100% of the core content staff will be trained in AVID Strategies, Thinking Maps and Personalized Learning.	\$0.00
6	G3.B2.S1.A1	Teacher training of AVID Strategies, Thinking Maps and Personalized Learning.	\$0.00
7	G3.B3.S1.A1	Students will unpack standards, follow pacing guides, learn AVID strategies, Thinking Maps and participate in Personalized Learning in the classrooms.	\$0.00
8	G3.B4.S1.A1	Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate Personalized Learning into their daily teaching. This will assist with meeting standards based instruction and will reflect in FSA scores.	\$0.00
Total:			\$0.00