

Lake County Schools

# Windy Hill Middle School



2017-18 Schoolwide Improvement Plan

## Windy Hill Middle School

3575 HANCOCK RD, Clermont, FL 34711

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

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2016-17 Title I School</b></p> <p>No</p>	<p><b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>58%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>60%</p>

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Windy Hill Middle School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- 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 mantra 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. In learning about student culture and home-life, WHMS develops a learner profile for every student on campus with the help of the C2 team. Also, WHMS hosts several parents nights to build relationships with our stakeholders. these events include: Meet the Teacher, Parent conference Night (twice) Wolves Night Out (in the Four Corners area), Curriculum Night, and STEM Night.

##### 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. Students also have input in their learning through FlexTime. With FlexTime, students are given voice and choice in selecting the 30 minute learning block, that is based on their needs. With students being our most important stakeholder they have multiple opportunities to provide input in their learning and the operation of the school.

##### 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 Positive Behavior Support (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. Students can also earn daily incentives through PBS via positive comments in the student agenda. These daily incentives can be redeemed for ice cream in the cafeteria, along with other school supplies and trinkets. Teachers and staff are trained in the expectations of the agenda policies so that they can implement them consistently. Teachers are trained each year on discipline procedures and behavior expectations during pre-plan through grade level meeting with their evaluator. Students on trained on the expectations through grade level meeting with their administrator on the first day of school. Clear reporting procedures are established for both staff and students if they witness or are told about a child violating the Code of Student Conduct. These procedures are shared with teachers during pre-plan and with student son their first day of school. Discipline data is monitored each month and reported to the staff. This is don in conjunction with PBS data, in which low instances of referrals/bus infractions are celebrated and rewarded. The eladership team does analyze the data, examines trends, and will make changes to address those trends (i.e., tardiness and pass time between classes).

**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 three 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 will use a school wide mentor-ship and behavior reflection program in the 2017-18 school year along with an out of school diversion program. Led by our Administrative team, guidance counselors, ISS teacher, and teacher mentors, students will have an extra intervention layered in the discipline ladder, prior to OSS. The behavior reflection intervention will be facilitated by the ISS teacher who will focus on behavior modification, leadership skills and organization strategies. The ISS teacher will communicate student mentoring needs to administration and guidance, who will work with mentoring teachers to meet our students needs. The mentor-ship program in addition to ISS intervention, will function with the help of our staff through our FLEX Time scheduling. This will create an opportunity for students to have an input of their needs. The MTSS is also a major component of the academic and emotional success of our students at Windy Hill. For the 2017-18 school year. MTSS meetings occur twice a month, during the early release Wednesdays. During this time, the grade level counselor facilitates the meeting, focusing the agenda on no more than 3 students. this allows for ample time to dive into the problem solving process for the child and fine tune interventions and data collection procedures tailored to student need. Additional MTSS related meeting are held during interdisciplinary team meetings.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 and 2 FSA scores on ELA and Math. In addition, we look at the Science FSA scores and areas of opportunity to strengthen students. 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, grade level administrator, and other support personnel to help identify issues and possible solutions within or outside of the MTSS program.

**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	90	89	118	0	0	0	0	297
One or more suspensions	0	0	0	0	0	0	2	9	15	0	0	0	0	26
Course failure in ELA or Math	0	0	0	0	0	0	33	43	29	0	0	0	0	105
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 MTSS 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No



**1. PFEP 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, Curriculum Nights by grade level 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 2017-18 school year, WHMS will travel for the second year, 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, Cagans Community Library, and Publix, we plan to build stronger relationships with the community/families 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, CTE and curriculum 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**

**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
Cousineau, Kelly	Assistant Principal
Wolf, Rhonda	Assistant Principal
Hatch, Tara	Assistant Principal
Walker-Lawrence, Kim	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, Tara Hatch, Rhonda Wolf, Kim Walker-Lawrence 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(iPD), and communicating with SAC

monthly on progress.

Jason Lancy, Dennis Doherty, Laura Fagan, 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.

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. Assists in the coordination, implementation, and alignment of Florida Standards and the delivery of best practices to support curriculum, instruction, and assessments.

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.

Randy Prasse: serve as the in-school suspension teacher and mentor liaison. 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 FLEX Time geared toward students needs. 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. IDEA funds are utilized to provide educational experiences and resource for our students to help them make progress towards their individualized goals in their IEP.

Each month, the leadership team meets twice with department chairs and once monthly with team leaders to: ensure alignment to school improvement goals, provide professional development around authentic literacy, problem-solve concerns brought about by teacher leaders, and examine formative and summative assessment data. In addition, in the spring of each year, the teacher leaders are led through a PSDM session resulting in three areas that drive the planning for the subsequent school year.

**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
Victoria Arribas	Teacher
Kim Breeding	Teacher
Barb Herrmann	Education Support Employee
Beth Henkel	Parent
Gary Locuson	Teacher
Vrenlly Cruz	Education Support Employee
Kimberly Leamon	Parent
Mari Grindrod	Parent
William Roberts	Principal
Cathy Santocki	Education Support Employee
Seleana Hobbs	Parent
Wendy Kern-Usrey	Parent
Heather Langford	Parent
Natasha Place	Parent
	Student

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*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 2016-17 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.**

For the 2017-18 school year, WHMS is allocated to receive \$9,175.85. With the approval of the WHMS SAC, \$1,000 of these dollars are earmarked for the continuation of the FlexTime software. Another \$3,500 has been approved to be used for furnishing students with school issued. This provides a safe environment with every child and adult on campus wearing a school issued ID. Also, in the Spring, pending SAC approval, funds will be used to provide all students with snacks and drinks during testing. Also, incentives will be provided from these funds to encourage students to utilize the entire testing time allotted.

**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
Wolf, Rhonda	Assistant Principal
Hatch, Tara	Assistant Principal
Walker-Lawrence, Kim	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, work to increase the amount of time students are engaged in reading content rich literature as well as increase the amount of cross-content writing. Windy Hill will participate in Celebrate Literacy Week in January 2018.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**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, ESE, CTE, Reading, Enrichments will also meet, by teams, in iPD (innovative professional development) giving them one (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 and TQR administrator 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. The district provides a district coach to assist our new teachers with important test dates, compliance, coaching and modeling. The district coach is invited to participate in our monthly Pup Pack meetings on campus and collaborates with administration and coaches to provide support to our teachers.

4. 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. Additionally, first year teachers and new to the district receive support from the district coach.

## **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. Additionally, the administration team, with the guidance of district leadership team, is modeling, monitoring and collecting data on reading, writing and student discourse throughout the school. tie back to the focus

Windy Hill Middle has a purposeful focus on authentic literacy. Classroom visits, professional development, and teacher leader meetings all connect back to authentic literacy. Data and trends from classroom visits will be communicated with the staff on a bi-weekly basis. Trends in reading,

writing, thinking, and discourse will be used to generate need for whole group training (faculty meetings) and targeted professional development (Genius Hour/PLC).

## **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. WHM has incorporated limited remedial math for students that do not meet the state proficiency level. Students who do not meet proficiency in math and other subject areas receive content remediation during a designated 30 minute FLEX Time scheduling, where students receive differentiated instruction from a core teacher.

WHM has the expectation that ALL students have regular opportunities to read, write, and talk about their thinking in ALL classrooms. Teachers are expected to provide opportunities for reading in their classroom, with a daily target of 150 minutes for each student.

The WHM leadership monitors data through the following sources: classroom visit data, FSA/EOC, referral data, PBS data, teacher grades, common assessments tied to standards (created through collaborative time), FAIR, IEP goals/data, and survey feedback.

**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. (SAI line item 5)

***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***

Walker-Lawrence, Kim, walkerk2@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:** 9,000

AVID Class & AVID Tutors

***Strategy Rationale***

AVID affords students who are on the cusp of academic success extra supports to reach their potential. The AVID class serves as one of their enrichment courses and utilizes tutors twice a week. These tutors help the students become independent thinkers and develop life-long success habits (note-taking, organization techniques, college/career preparation). A large percentage of the students in AVID scored L2 on one or both of their FSA's.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Cousineau, Kelly, [cousineauk@lake.k12.fl.us](mailto:cousineauk@lake.k12.fl.us)

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

Student Grades  
Students in advanced classes  
Algebra EOC pass rate



**Strategy:** Extended School Day

**Minutes added to school year:** 0

Authentic Literacy through Engaging Text (SAI line items 3 & 4)

**Strategy Rationale**

To help our students develop a love of reading, Scholastic Art magazines will be utilized in art class, which serves 75% of our 6th grade students. In addition, high interest magazine subscriptions will be purchased for reading class to help those students who struggles with reading to engage in text that piques their interest,.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**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**

Student Grades (failure rates monitored per quarter)  
Students coring L1/L2 on FSA (and LSA, if achievement levels are transcribed)  
Promotion Rates

**Strategy:** Extended School Day

**Minutes added to school year:** 30

FLEX Time: the students will be serviced through FLEX Time Scheduler based on their needs. The FLEX Time is staffed by a content area certified teacher and students are able to attend to accelerate or receive remediation in core and enrichment content areas, dependent on their individual need. (SAI line items 2 & 5)

**Strategy Rationale**

Being a making learning personal school, it is critical to afford students remediation and learning opportunities. With the implementation FLEX Time, students have greater control and opportunity to enhance their learning.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Cousineau, Kelly, cousineauk@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 Google Classroom 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. In addition, students will be able to use Flex Time scheduler to select instruction in areas they want to learn more about or need additional assistance. Students will also have access to BrainPop both inside and outside of the school campus to deliver content in a fun and engaging fashion. (SAI line items 1 & 2)

**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. Flex Time Scheduler calendars.

**Strategy:** Extended School Day

**Minutes added to school year:** 5,100

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. 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 E20/20, Achieve and Edgenuity. (SAI line items 2 & 5)

**Strategy Rationale**

Tutoring and credit recovery allow students to receive instruction in a core content area they did not pass. Transportation is provided at no charge, therefore there is equity in access and affords a second opportunity for students to be successful.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Hatch, Tara, hatcht@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, student grades, promotion rates.

Completion rate and Edgenuity grades are monitored.

**Strategy:** Summer Program

**Minutes added to school year:** 6,480

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. (SAI line item 13)

***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***

Hatch, Tara, hatcht@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: Weekend Program**

**Minutes added to school year: 720**

Parent Success Saturday Sessions: an opportunity for parents to learn with their child on 3 Saturday sessions. (SAI line item 5)

**Strategy Rationale**

In a effort to increase parent involvement and provide our families with the tools necessary to help their child attain standards mastery, WHM will facilitate 3 Parent Success Saturday sessions. These sessions will cover all content areas, including enrichment and ESE. Target populations will be those students who scored Level 1 or 2 on FSA and those students who have or are failing a content area course. These sessions will not only cover the content, but also help parents learn how their child learns best and strategies to employ at home to keep their child on a path for success.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Hatch, Tara, hatcht@lake.k12.fl.us

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

Parent feedback surveys  
Student grades  
Promotion rates

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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, overview of expectations of WHM campus, 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. To provide our Wolves, both incoming and outgoing, a seamless experience in the ESE program, WHMS offers articulation meetings prior to the start of middle school and in the spring of the 8th grade year in preparation for high school.

**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.

In addition, WHMS looks to increase business partnerships and relationships to support of AVID program. Currently, we work with many business leaders to come in as a guest speaker for the AVID classes. We hope to expand our relationships with businesses to not only speak with our students, but to form partnerships to support AVID and our Parents as Partners programs

**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. Currently, WHMS offers industry certifications in culinary and Introduction to IT. 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 C2 Prep Team 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 post-secondary 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 C2 Prep Time, and other events done around campus. AVID strategies and RAD are used campus wide. We also provide rigorous courses for are students through high school credit courses. The high school credit courses WHMS offers are: Spanish I & II, Introduction to IT, and Algebra I. This helps to prepare our Wolves for college readiness and post-secondary success.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

## 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.

## 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.

## 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

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

## Strategic Goals Summary

- G1.** Increase student proficiency through reading, writing, and student discourse in every classroom, resulting in high quality 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, remediation, industry certification, College & Career Preparation Team ) 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 student proficiency through reading, writing, and student discourse in every classroom, resulting in high quality standards based instruction.** 1a

G097953

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
Math Gains	68.0
Math Lowest 25% Gains	50.0
Civics EOC Pass	85.0
FCAT 2.0 Science Proficiency	60.0
CTE Industry Certification Exam Passing Rate	70.0
FSAA ELA Achievement	62.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	40.0

**Targeted Barriers to Achieving the Goal** 3

- The understanding of how to use authentic literacy in content areas.
- The ability to provide staff development to all content area teachers.
- Parent misconceptions about how their child learns using authentic literacy.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Administrators, department chairs and teacher leaders providing staff development during Genius Hour and PLC's
- District staff providing staff development during Genius Hour and PLC's
- Parent Success Saturday Sessions
- 

**Plan to Monitor Progress Toward G1.** 8

Throughout the year, we will examine student work samples and monitor school/district assessment data.

**Person Responsible**

Kim Walker-Lawrence

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

School based assessments, district assessments, and student work samples.



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

G097954

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	3.0
Retained Students	3.0

**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.
- Parents not fully aware of how to engage with the new Florida Standards curriculum at home and provide supplemental support.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Positive Behavior Support (the number of positive comments)
- C2 Prep Team
- Meetings with certified school counselors.
- Teacher mentors
- Grade level assemblies
- FLEX TIME
- Parents as Partners
- Behavioral regulations and social emotional studies infused within In-school suspension lessons
- Restorative Justice for students returning for out of school suspension
- MTSS referrals for students with chronic or cyclical behavioral patterns

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

William Roberts

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

The collected data should show a decrease in suspensions (in and out by 3%) and decrease in student retention by 3 students.

**G3.** Increase the cognitive demand in student tasks and assessments through a systems-interdependent instructional program (e.g. AVID, Thinking Maps, remediation, industry certification, College & Career Preparation Team ) resulting in standards-based instruction that reflects the extent and rigor of each standard. **1a**

G097955

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	62.0
FSA Mathematics Achievement	65.0
Algebra I EOC Pass Rate	98.0

**Targeted Barriers to Achieving the Goal** **3**

- Students unfamiliar with AVID strategies, Thinking Maps and student-owned strategies that lead to college and career readiness
- Staff unfamiliar or lack practice with AVID strategies, Thinking Maps and student-owned strategies that will build readiness for college and career
- Staff unfamiliar or only slightly familiar with the standards shifts and acceleration opportunities for students.

**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 student-owned strategies
- Teachers, administrators, and Literacy Coach available to facilitate and support teachers' learning and implementation of strategies that help students
- Shifts in Math and ELA throughout the district with support trainings on and off campus
- Training and follow-up support provided to teachers in designing tasks aligned to standards

**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**

Kelly Cousineau

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**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. Student acceleration rates will increase as a result of proper interventions.

## 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 student proficiency through reading, writing, and student discourse in every classroom, resulting in high quality standards based instruction. **1**

 G097953

**G1.B1** The understanding of how to use authentic literacy in content areas. **2**

 B263367

**G1.B1.S1** Provide new and veteran teachers at WHMS the opportunity to attend professional development supporting their content area using authentic literacy strategies. **4**

 S278913

### Strategy Rationale

Uninterrupted time will allow teachers to plan collaboratively as departments and grade levels to develop assessment, lesson plans, activities, and mini tasks.

### Action Step 1 **5**

Work with Nina Willis-Frye, Anjanette McGregor, Sonia Blackstone, and Natalie Heitman to provide professional development.

#### Person Responsible

Kim Walker-Lawrence

#### Schedule

Annually, from 8/3/2017 to 5/25/2018

#### Evidence of Completion

Classroom walkthrough data will be collected to monitor authentic literacy and rigorous tasks. Sign-in sheets will be used to document professional development.

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

Walk-throughs by the administrative team; meetings and observations.

**Person Responsible**

Kim Walker-Lawrence

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Classroom walk-through, student work samples, mini tasks, and assessments.

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

Through classroom walk-throughs, administrators speaking with students, student work samples, and collaboration during professional learning communities.

**Person Responsible**

Kim Walker-Lawrence

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Student work samples shared during professional learning communities..

**G1.B2** The ability to provide staff development to all content area teachers. 2

B263368

**G1.B2.S1** Teachers will have the ability to receive PD and collaborate through: professional learning communities, iPD (full day collaborative time), Genius Hour sessions, whole group faculty meetings, and will be compensated for hours beyond the school day. (3 hours x 4 teachers x 4 sessions) 4

S278914

**Strategy Rationale**

Teachers need the opportunity to collaborate, without interruption, during the school day. Sometime collaboration is necessary beyond the school day, such as the Parent Success Saturdays, and teacher swill be compensated accordingly.

**Action Step 1** 5

Teachers have time to plan collaboratively in the school day and sometimes on weekends (3 hours x 4 teachers x 4 sessions)

**Person Responsible**

Tara Hatch

**Schedule**

Annually, from 8/10/2017 to 5/18/2018

**Evidence of Completion**

Lesson plans, assessments, mini tasks, and student work samples

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

Teachers will plan for and implement authentic literacy activities.

**Person Responsible**

Tara Hatch

**Schedule**

Semiannually, from 8/10/2017 to 5/18/2018

**Evidence of Completion**

Lesson plans, class grades and teacher & district assessments

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

Teachers will create mini-task activities through iPD.

**Person Responsible**

Tara Hatch

**Schedule**

On 5/18/2018

**Evidence of Completion**

Student work

**G1.B3** Parent misconceptions about how their child learns using authentic literacy. 2

 B263369

**G1.B3.S1** Parent Success Saturday Sessions (3 hours x 3 sessions x 12 teachers) 4

 S278915

**Strategy Rationale**

Parents need to understand how their child learns best along with the expectations educators have their child, and the rigor of the Florida State Standards.

**Action Step 1** 5

Plan for & implement Parent Success Saturday Sessions (3 hours x 3 sessions x 12 teachers)

**Person Responsible**

Tara Hatch

**Schedule**

Quarterly, from 8/10/2017 to 5/18/2018

**Evidence of Completion**

Improved students grades & passage rates

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Parents will be given surveys and student grades will be monitored.

**Person Responsible**

Tara Hatch

**Schedule**

Quarterly, from 8/10/2017 to 5/18/2018

***Evidence of Completion***

Quarter grades, promotion rates, parent survey responses

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Use of survey to garner parent insight on applicability and helpfulness of Saturday sessions

**Person Responsible**

Tara Hatch

**Schedule**

Quarterly, from 8/10/2017 to 5/18/2018

***Evidence of Completion***

Survey data, student grades for those who attended the sessions

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

 G097954

**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**

 B263370

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

**4**

 S278916

### **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**

Semiannually, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

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

### **Action Step 2** **5**

Make students aware of discipline ladder, infractions and correlated interventions.

#### **Person Responsible**

Tara Hatch

#### **Schedule**

Daily, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Decrease in the number of in-school and out of school suspension data, increase in positive behavior support quarterly reward participants.



**Action Step 3** 5

Increase parental knowledge/awareness of state standards, major works of the grades, cognitive structures, strategies and essential reading tools to enhance supplemental support at home.

**Person Responsible**

Tara Hatch

**Schedule**

Triannually, from 10/21/2017 to 4/7/2018

**Evidence of Completion**

Sign-In sheets, Exit tickets, post learning surveys

**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 8/8/2017 to 5/9/2018

**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 8/10/2017 to 5/24/2018

**Evidence of Completion**

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

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

 B263371

**G2.B2.S1** Utilize C2 Prep days and mentorship teachers to allow the guidance counselors to remind students about PBS, bullying, and agenda comments. **4**

 S278917

**Strategy Rationale**

When students have an understanding, they will be more attentive to making good choices.

**Action Step 1** **5**

Grade level Administrator will hold grade level assembly to review discipline ladder and enact proficiency of site based positive behavioral support system. Grade level administrator, teachers and certified school counselors to refer behavioral repeaters to MTSS for behavioral interventions in an effort to close behavioral learning gaps. Certified school counselors and Media Specialists will meet with students on C2 Prep Team Days to conduct anti-bullying lessons, positive decision making strategies, and digital literacy skills. In-school suspension teacher to employ social emotional, self regulation skill building into the curriculum as well as, embed Restorative Justice to students returning from out of school suspension.

**Person Responsible**

Tara Hatch

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

C2 Prep Team schedules and observations, usage of agenda comments, Early warning signs data, suspension data, referral data for MTSS for behaviors and reflection data from restorative justice sessions.

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

Administration visit/support C2 Prep Team lessons on bullying, decision making and digital literacy.

**Person Responsible**

Tara Hatch

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Classroom visits, exit tickets, and student/teacher 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 C2 Prep Team lessons.

**Person Responsible**

Tara Hatch

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

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

**G2.B2.S2** Ensure students, faculty, and staff are compliant with wearing a school issued ID, and that students recognize this process is intended to make our campus as safe as possible. All IDs are worn on a breakaway lanyard. 4

S278918

**Strategy Rationale**

When students feel safe on campus, they will attend school more frequently.

**Action Step 1 5**

Monitor daily to ensure all students, staff, and faculty are wearing the ID's to ensure safety.

**Person Responsible**

Kelly Cousineau

**Schedule**

Daily, from 8/10/2017 to 5/23/2018

**Evidence of Completion**

Through data collection of ID violations and daily monitoring, effectiveness and safety strategy will be determined.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Administration and staff will monitor compliance of wearing ID's for school safety

**Person Responsible**

Kelly Cousineau

**Schedule**

Daily, from 8/10/2017 to 5/23/2018

***Evidence of Completion***

Data on ID violations will be used to determine compliance.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Administration and staff will monitor compliance of wearing ID's for school safety and report to SAC.

**Person Responsible**

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Data from ID infractions will be compiled and reviewed by admin and shared with SAC.

**G3.** Increase the cognitive demand in student tasks and assessments through a systems-interdependent instructional program (e.g. AVID, Thinking Maps, remediation, industry certification, College & Career Preparation Team ) resulting in standards-based instruction that reflects the extent and rigor of each standard.

1

G097955

**G3.B1** Students unfamiliar with AVID strategies, Thinking Maps and student-owned strategies that lead to college and career readiness 2

B263374

**G3.B1.S1** Upon completion of training's, teacher will implement and teach students AVID Strategies, Thinking Maps and incorporate student-owned strategies into their daily teaching. 4

S278920

### 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. In addition, teachers will be supplied tools to provide interventions to struggling students.

### Action Step 1 5

100% of staff will be trained in AVID Strategies, Thinking Maps and student-owned college and career readiness strategies

#### Person Responsible

Kim Walker-Lawrence

#### Schedule

Quarterly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Upon completion of training's, teacher will implement and teach students AVID Strategies, Thinking Maps and student-owned strategies into their daily teaching. This will assist with meeting increased acceleration rates for students and will reflect in upward growth of FSA scores. Will train teacher leaders in rigor and instructional shifts to be transferred through PLC's, Genius Hour offerings, and whole-faculty PD.

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

Administration and coaches will provide trainings in AVID Strategies, Thinking Maps and student-owned strategies that prepare for college and career readiness.

**Person Responsible**

Kim Walker-Lawrence

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***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 student-owned strategies that prepare students for college and career readiness.

**Person Responsible**

Kelly Cousineau


**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

***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 student-owned strategies and procedures. The CWT tool employed will provide direct feedback on the amount of reading, writing, thinking, and speaking happening in the classrooms.

**G3.B2** Staff unfamiliar or lack practice with AVID strategies, Thinking Maps and student-owned strategies that will build readiness for college and career **2**

 B263375

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

 S278921

### **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 student-owned strategies. 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 student-owned strategies

#### **Person Responsible**

Kelly Cousineau

#### **Schedule**

Monthly, from 8/10/2017 to 5/24/2018

#### **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 Authentic Literacy

#### **Person Responsible**

Rhonda Wolf

#### **Schedule**

Quarterly, from 8/10/2017 to 5/18/2018

#### **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 5/18/2018

**Evidence of Completion**

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

**G3.B3** Staff unfamiliar or only slightly familiar with the standards shifts and acceleration opportunities for students. 2

 B263376

**G3.B3.S1** Continued training through Genius Hours, PLC's, iPD and district provided resources to improve the rigor of standards based instruction. 4

 S278922

**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 student-owned learning strategies into their daily teaching. This will assist with meeting standards based instruction and will reflect in greater student achievement. (3 hours x 4 teachers x 4 sessions)

**Person Responsible**

Kelly Cousineau

**Schedule**

On 5/24/2018

**Evidence of Completion**

Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate student-owned strategies that lead to college and career readiness into their daily teaching. This will assist with meeting standards based instruction and will reflect in greater student achievement.



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

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

**Person Responsible**

Kelly Cousineau

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Data evidence of student work/mastery through discussion with colleagues and reflection of mastery across the grade level content. Proper interventions will be provided to struggling students, resulting in greater student achievement.

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

Collaboration of student data and comparison of content through iPD.

**Person Responsible**

Kelly Cousineau

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***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
<b>2018</b>					
G2.B1.S1.A3 A375817	Increase parental knowledge/ awareness of state standards, major works of the grades, cognitive...	Hatch, Tara	10/21/2017	Sign-In sheets, Exit tickets, post learning surveys	4/7/2018 triannually
G2.B1.S1.MA1 M406225	Ongoing meetings between new teachers at Pup Pack Meetings	Wolf, Rhonda	8/8/2017	Sign-in sheets for new teacher meetings at Pup Pack Meetings	5/9/2018 monthly
G1.B2.S1.MA1 M406219	Teachers will create mini-task activities through iPD.	Hatch, Tara	8/10/2017	Student work	5/18/2018 one-time
G1.B2.S1.MA1 M406220	Teachers will plan for and implement authentic literacy activities.	Hatch, Tara	8/10/2017	Lesson plans, class grades and teacher & district assessments	5/18/2018 semiannually
G1.B2.S1.A1 A375813	Teachers have time to plan collaboratively in the school day and sometimes on weekends (3 hours x...	Hatch, Tara	8/10/2017	Lesson plans, assessments, mini tasks, and student work samples	5/18/2018 annually
G1.B3.S1.MA1 M406221	Use of survey to garner parent insight on applicability and helpfulness of Saturday sessions	Hatch, Tara	8/10/2017	Survey data, student grades for those who attended the sessions	5/18/2018 quarterly
G1.B3.S1.MA1 M406222	Parents will be given surveys and student grades will be monitored.	Hatch, Tara	8/10/2017	Quarter grades, promotion rates, parent survey responses	5/18/2018 quarterly
G1.B3.S1.A1 A375814	Plan for & implement Parent Success Saturday Sessions (3 hours x 3 sessions x 12 teachers)	Hatch, Tara	8/10/2017	Improved students grades & passage rates	5/18/2018 quarterly
G3.B2.S1.MA1 M406233	Administration and coaches will monitor effectiveness of trainings.	Cousineau, Kelly	8/10/2017	Data evidence from FSA for ELA and Math, student work samples and teachers monitoring of power 5.	5/18/2018 one-time
G3.B2.S1.MA1 M406234	Ensure all staff has the opportunity to train in AVID Strategies, Thinking Maps and Authentic...	Wolf, Rhonda	8/10/2017	Sign in sheets from training, One Note teacher feedback, academic gains on FSA ELA and Math testing	5/18/2018 quarterly
G2.B2.S2.MA1 M406229	Administration and staff will monitor compliance of wearing ID's for school safety	Cousineau, Kelly	8/10/2017	Data on ID violations will be used to determine compliance.	5/23/2018 daily
G2.B2.S2.A1 A375819	Monitor daily to ensure all students, staff, and faculty are wearing the ID's to ensure safety.	Cousineau, Kelly	8/10/2017	Through data collection of ID violations and daily monitoring, effectiveness and safety strategy will be determined.	5/23/2018 daily
G2.MA1 M406230	Data will be collected each nine weeks for agenda comments and distribution of PBS rewards	Roberts, William	8/10/2017	The collected data should show a decrease in suspensions (in and out by 3%) and decrease in student retention by 3 students.	5/24/2018 quarterly
G3.MA1 M406237	School wide ELA and Math data will be collected to determine the effectiveness of implemented...	Cousineau, Kelly	8/10/2017	ELA and Math percentage of students on grade level or above will increase to show use of and effectiveness of strategies implemented. Student acceleration rates will increase as a result of proper interventions.	5/24/2018 quarterly
G2.B1.S1.MA1 M406224	Track number of agenda comments, discipline referrals, and suspensions and report data at new...	Roberts, William	8/10/2017	Sign in sheets from new teacher meetings, check agendas for teacher comments, decrease in number of discipline referrals, ISS and OSS suspensions	5/24/2018 quarterly
G2.B1.S1.A1 A375815	Train all new teachers about PBS, the WHMS discipline ladder, and agenda comments system through...	Wolf, Rhonda	8/10/2017	Sign in sheets from new teacher meetings, usage of teacher agenda comments	5/24/2018 semiannually
G2.B1.S1.A2 A375816	Make students aware of discipline ladder, infractions and correlated interventions.	Hatch, Tara	8/10/2017	Decrease in the number of in-school and out of school suspension data, increase in positive behavior support quarterly reward participants.	5/24/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1 M406226	Look at the number of agenda comments and discipline referrals, PLC and team discussions on student...	Hatch, Tara	8/10/2017	An increase in positive agenda comments and a decrease in discipline referrals & OSS instances	5/24/2018 monthly
G2.B2.S1.MA1 M406227	Administration visit/support C2 Prep Team lessons on bullying, decision making and digital literacy.	Hatch, Tara	8/10/2017	Classroom visits, exit tickets, and student/teacher surveys	5/24/2018 monthly
G2.B2.S1.A1 A375818	Grade level Administrator will hold grade level assembly to review discipline ladder and enact...	Hatch, Tara	8/10/2017	C2 Prep Team schedules and observations, usage of agenda comments, Early warning signs data, suspension data, referral data for MTSS for behaviors and reflection data from restorative justice sessions.	5/24/2018 monthly
G3.B1.S1.MA1 M406231	Administrators will monitor the participation and usage of AVID Strategies, Thinking Maps and...	Cousineau, Kelly	8/10/2017	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 student-owned strategies and procedures. The CWT tool employed will provide direct feedback on the amount of reading, writing, thinking, and speaking happening in the classrooms.	5/24/2018 monthly
G3.B1.S1.MA1 M406232	Administration and coaches will provide trainings in AVID Strategies, Thinking Maps and...	Walker-Lawrence, Kim	8/10/2017	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.	5/24/2018 quarterly
G3.B1.S1.A1 A375820	100% of staff will be trained in AVID Strategies, Thinking Maps and student-owned college and...	Walker-Lawrence, Kim	8/10/2017	Upon completion of training's, teacher will implement and teach students AVID Strategies, Thinking Maps and student-owned strategies into their daily teaching. This will assist with meeting increased acceleration rates for students and will reflect in upward growth of FSA scores. Will train teacher leaders in rigor and instructional shifts to be transferred through PLC's, Genius Hour offerings, and whole-faculty PD.	5/24/2018 quarterly
G3.B2.S1.A1 A375821	Teacher training of AVID Strategies, Thinking Maps and student-owned strategies	Cousineau, Kelly	8/10/2017	Lesson plans, unit planning and student work samples	5/24/2018 monthly
G3.B3.S1.MA1 M406235	Collaboration of student data and comparison of content through iPD.	Cousineau, Kelly	8/10/2017	Data evidence of student work/mastery through discussion with colleagues and reflection of mastery across the grade level content.	5/24/2018 quarterly
G3.B3.S1.MA1 M406236	Standards based reflections of student work during iPD, Administrator classroom visits, and...	Cousineau, Kelly	8/10/2017	Data evidence of student work/mastery through discussion with colleagues and reflection of mastery across the grade level content. Proper interventions will be provided to struggling students, resulting in greater student achievement.	5/24/2018 quarterly
G3.B3.S1.A1 A375822	Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate...	Cousineau, Kelly	8/10/2017	Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate student-owned strategies that lead to college and career readiness into their daily teaching. This will assist with meeting standards based instruction and will reflect in greater student achievement.	5/24/2018 one-time

**Lake - 0481 - Windy Hill Middle School - 2017-18 SIP**  
*Windy Hill Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.MA1  M406228	Administration and staff will monitor compliance of wearing ID's for school safety and report to...		8/10/2017	Data from ID infractions will be compiled and reviewed by admin and shared with SAC.	5/24/2018 quarterly
G1.MA1  M406223	Throughout the year, we will examine student work samples and monitor school/district assessment...	Walker-Lawrence, Kim	8/10/2017	School based assessments, district assessments, and student work samples.	5/25/2018 quarterly
G1.B1.S1.MA1  M406217	Through classroom walk-throughs, administrators speaking with students, student work samples, and...	Walker-Lawrence, Kim	8/10/2017	Student work samples shared during professional learning communities..	5/25/2018 monthly
G1.B1.S1.MA1  M406218	Walk-throughs by the administrative team; meetings and observations.	Walker-Lawrence, Kim	8/10/2017	Classroom walk-through, student work samples, mini tasks, and assessments.	5/25/2018 monthly
G1.B1.S1.A1  A375812	Work with Nina Willis-Frye, Anjanette McGregor, Sonia Blackstone, and Natalie Heitman to provide...	Walker-Lawrence, Kim	8/3/2017	Classroom walkthrough data will be collected to monitor authentic literacy and rigorous tasks. Sign-in sheets will be used to document professional development.	5/25/2018 annually

## V. Professional Development Opportunities

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

**G1.** Increase student proficiency through reading, writing, and student discourse in every classroom, resulting in high quality standards based instruction.

**G1.B1** The understanding of how to use authentic literacy in content areas.

**G1.B1.S1** Provide new and veteran teachers at WHMS the opportunity to attend professional development supporting their content area using authentic literacy strategies.

### PD Opportunity 1

Work with Nina Willis-Frye, Anjanette McGregor, Sonia Blackstone, and Natalie Heitman to provide professional development.

#### Facilitator

Jason Lancy, Dennis Doherty, and Laura Fagan

#### Participants

All teachers

#### Schedule

Annually, from 8/3/2017 to 5/25/2018

**G1.B2** The ability to provide staff development to all content area teachers.

**G1.B2.S1** Teachers will have the ability to receive PD and collaborate through: professional learning communities, iPD (full day collaborative time), Genius Hour sessions, whole group faculty meetings, and will be compensated for hours beyond the school day. (3 hours x 4 teachers x 4 sessions)

### PD Opportunity 1

Teachers have time to plan collaboratively in the school day and sometimes on weekends (3 hours x 4 teachers x 4 sessions)

#### Facilitator

Department Chairs and teacher leaders

#### Participants

All Saturday session teachers

#### Schedule

Annually, from 8/10/2017 to 5/18/2018

**G1.B3** Parent misconceptions about how their child learns using authentic literacy.

**G1.B3.S1** Parent Success Saturday Sessions (3 hours x 3 sessions x 12 teachers)

**PD Opportunity 1**

Plan for & implement Parent Success Saturday Sessions (3 hours x 3 sessions x 12 teachers)

**Facilitator**

Department Chairs, teacher leaders, and administration

**Participants**

Parent Success Saturday Teachers ( 8 core teacher, two enrichment teacher and two ESE teachers)

**Schedule**

Quarterly, from 8/10/2017 to 5/18/2018

**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**

Semiannually, from 8/10/2017 to 5/24/2018

## PD Opportunity 2

Make students aware of discipline ladder, infractions and correlated interventions.

### Facilitator

Tara Hatch, Randy Prasse, Samatha Moberg

### Participants

All Faculty Members

### Schedule

Daily, from 8/10/2017 to 5/24/2018

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

**G2.B2.S1** Utilize C2 Prep days and mentorship teachers to allow the guidance counselors to remind students about PBS, bullying, and agenda comments.

## PD Opportunity 1

Grade level Administrator will hold grade level assembly to review discipline ladder and enact proficiency of site based positive behavioral support system. Grade level administrator, teachers and certified school counselors to refer behavioral repeaters to MTSS for behavioral interventions in an effort to close behavioral learning gaps. Certified school counselors and Media Specialists will meet with students on C2 Prep Team Days to conduct anti-bullying lessons, positive decision making strategies, and digital literacy skills. In-school suspension teacher to employ social emotional, self regulation skill building into the curriculum as well as, embed Restorative Justice to students returning from out of school suspension.

### Facilitator

Hatch and Prasse

### Participants

Teachers, Certified school counselors, behavioral interventionist(s)

### Schedule

Monthly, from 8/10/2017 to 5/24/2018

**G3.** Increase the cognitive demand in student tasks and assessments through a systems-interdependent instructional program (e.g. AVID, Thinking Maps, remediation, industry certification, College & Career Preparation Team ) resulting in standards-based instruction that reflects the extent and rigor of each standard.

**G3.B1** Students unfamiliar with AVID strategies, Thinking Maps and student-owned strategies that lead to college and career readiness

**G3.B1.S1** Upon completion of training's, teacher will implement and teach students AVID Strategies, Thinking Maps and incorporate student-owned strategies into their daily teaching.

**PD Opportunity 1**

100% of staff will be trained in AVID Strategies, Thinking Maps and student-owned college and career readiness strategies

**Facilitator**

Administration, Coaches, Teacher Trainers

**Participants**

All staff and students

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**G3.B2** Staff unfamiliar or lack practice with AVID strategies, Thinking Maps and student-owned strategies that will build readiness for college and career

**G3.B2.S1** Upon completion of training, teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate student-owned strategies into their daily teaching.

**PD Opportunity 1**

Teacher training of AVID Strategies, Thinking Maps and student-owned strategies

**Facilitator**

Administration, teacher leaders, coaches and district staff

**Participants**

Teachers

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018



**G3.B3** Staff unfamiliar or only slightly familiar with the standards shifts and acceleration opportunities for students.

**G3.B3.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 student-owned learning strategies into their daily teaching. This will assist with meeting standards based instruction and will reflect in greater student achievement. (3 hours x 4 teachers x 4 sessions)

**Facilitator**

Administration, Teacher Leaders, Coaches, District Staff

**Participants**

Teachers

**Schedule**

On 5/24/2018

## 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 Nina Willis-Frye, Anjanette McGregor, Sonia Blackstone, and Natalie Heitman to provide professional development.	\$0.00
2	G1.B2.S1.A1	Teachers have time to plan collaboratively in the school day and sometimes on weekends (3 hours x 4 teachers x 4 sessions)	\$0.00
3	G1.B3.S1.A1	Plan for & implement Parent Success Saturday Sessions (3 hours x 3 sessions x 12 teachers)	\$0.00
4	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
5	G2.B1.S1.A2	Make students aware of discipline ladder, infractions and correlated interventions.	\$0.00
6	G2.B1.S1.A3	Increase parental knowledge/awareness of state standards, major works of the grades, cognitive structures, strategies and essential reading tools to enhance supplemental support at home.	\$0.00
7	G2.B2.S1.A1	Grade level Administrator will hold grade level assembly to review discipline ladder and enact proficiency of site based positive behavioral support system. Grade level administrator, teachers and certified school counselors to refer behavioral repeaters to MTSS for behavioral interventions in an effort to close behavioral learning gaps. Certified school counselors and Media Specialists will meet with students on C2 Prep Team Days to conduct anti-bullying lessons, positive decision making strategies, and digital literacy skills. In-school suspension teacher to employ social emotional, self regulation skill building into the curriculum as well as, embed Restorative Justice to students returning from out of school suspension.	\$0.00
8	G2.B2.S2.A1	Monitor daily to ensure all students, staff, and faculty are wearing the ID's to ensure safety.	\$0.00
9	G3.B1.S1.A1	100% of staff will be trained in AVID Strategies, Thinking Maps and student-owned college and career readiness strategies	\$0.00
10	G3.B2.S1.A1	Teacher training of AVID Strategies, Thinking Maps and student-owned strategies	\$0.00
11	G3.B3.S1.A1	Teachers will implement and teach students AVID Strategies, Thinking Maps and incorporate student-owned learning strategies into their daily teaching. This will assist with meeting standards based instruction and will reflect in greater student achievement. (3 hours x 4 teachers x 4 sessions)	\$0.00
<b>Total:</b>			<b>\$0.00</b>