Williston Middle High School

2019-20 Schoolwide Improvement Plan

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Williston Middle High School

350 SW 12 AVE, Williston, FL 32696

http://www.levyk12.org/schools

Demographics

Principal: Emily Hancock

Start Date for this Principal: 7/15/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (50%) 2016-17: C (45%) 2015-16: C (50%) 2014-15: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Williston Middle High School is to build character, advance knowledge, and prepare our students to be community, college, career and society ready.

Provide the school's vision statement.

Every Student, Every Day. College, Career, Community, and Society Ready.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Slemp, Joshua	Principal	Administration uses collaborative processes for faculty to work together to improve instruction and ensures that professional development is ongoing throughout the school year. Every meeting administration holds with faculty, data is the focus and the driving force for discussions, professional development, and instruction design. Through walk-throughs and formal observations, administration provides feedback and tailors professional development to the individual needs of the teachers. Monthly Lead Team meetings, faculty meetings and PST meetings are facilitated by administration and conducted to discuss critical information pertaining to student achievement, effective leadership, community involvement, collaborative teaching, and instructional practices. These discussions aid in the structuring of school systems and policies that will improve overall academic achievement.
Dola, Jennifer	Instructional Coach	Lead team members meet with administration monthly and provide input based on their content area/ grade levels. Lead team members also meet back with their respective teams and provide professional development and/or support each other with lesson planning. Our reading coaches support our teachers by providing push-in support, pull data, provide small group and whole group professional development and model best instructional practices in their model classrooms for one period everyday.
Cribbs, Hillary	Assistant Principal	Administration uses collaborative processes for faculty to work together to improve instruction and ensures that professional development is ongoing throughout the school year. Every

Name	Title	Job Duties and Responsibilities
		meeting administration holds with faculty, data is the focus and the driving force for discussions, professional development, and instruction design. Through walk-throughs and formal observations, administration provides feedback and tailors professional development to the individual needs of the teachers. Monthly Lead Team meetings, faculty meetings and PST meetings are facilitated by administration and conducted to discuss critical information pertaining to student achievement, effective leadership, community involvement, collaborative teaching, and instructional practices. These discussions aid in the structuring of school systems and policies that will improve overall academic achievement.
Westfall, Dorenda	Assistant Principal	Administration uses collaborative processes for faculty to work together to improve instruction and ensures that professional development is ongoing throughout the school year. Every meeting administration holds with faculty, data is the focus and the driving force for discussions, professional development, and instruction design. Through walk-throughs and formal observations, administration provides feedback and tailors professional development to the individual needs of the teachers. Monthly Lead Team meetings, faculty meetings and PST meetings are facilitated by administration and conducted to discuss critical information pertaining to student achievement, effective leadership, community involvement, collaborative teaching, and instructional practices. These discussions aid in the structuring of school systems and policies that will improve

Name	Title	Job Duties and Responsibilities
		overall academic achievement.
Philpot, Amber	Instructional Coach	Lead team members meet with administration monthly and provide input based on their content area/ grade levels. Lead team members also meet back with their respective teams and provide professional development and/or support each other with lesson planning. Our reading coaches support our teachers by providing push-in support, pull data, provide small group and whole group professional development and model best instructional practices in their model classrooms for one period everyday.
Davis , Catherine	Teacher, K-12	Lead team members meet with administration monthly and provide input based on their content area/ grade levels. Lead team members also meet back with their respective teams and provide professional development and/or support each other with lesson planning.
Hawkins, Benjamin	Dean	Support admin and teachers in their roles.
Smith, James	Dean	Support admin and teachers in their roles.
Handley, Jennifer	Teacher, K-12	Lead team members meet with administration monthly and provide input based on their content area/ grade levels. Lead team members also meet back with their respective teams and provide professional development and/or support each other with lesson planning.
Roldan, Arelis	Teacher, K-12	Lead team members meet with administration monthly and provide input based on their content area/ grade levels. Lead team members also meet back with their respective teams and

Name	Title	Job Duties and Responsibilities
		provide professional development and/or support each other with lesson planning.
Warren, Karen	School Counselor	Lead team members meet with administration monthly and provide input based on their content area/ grade levels. Lead team members also meet back with their respective teams and provide professional development and/or support each other with lesson planning.
Horner, Elizabeth	Teacher, K-12	Lead team members meet with administration monthly and provide input based on their content area/ grade levels. Lead team members also meet back with their respective teams and provide professional development and/or support each other with lesson planning.
Knox, William	Teacher, K-12	Lead team members meet with administration monthly and provide input based on their content area/ grade levels. Lead team members also meet back with their respective teams and provide professional development and/or support each other with lesson planning.
Richardson, William	Teacher, K-12	Lead team members meet with administration monthly and provide input based on their content area/ grade levels. Lead team members also meet back with their respective teams and provide professional development and/or support each other with lesson planning.
Palmer, April	Teacher, K-12	Lead team members meet with administration monthly and provide input based on their content area/ grade levels. Lead team members also meet back with their respective teams and provide

Name	Title	Job Duties and Responsibilities
		professional development and/or support each other with lesson planning.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	192	178	150	145	135	151	103	1054
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	46	38	48	23	38	38	18	249

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	120	131	128	112	127	77	695

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	16	28	12	0	0	13	0	69
Students retained two or more times	0	0	0	0	0	0	4	10	2	0	0	6	0	22

FTE units allocated to school (total number of teacher units)
55

Date this data was collected or last updated
Monday 7/15/2019

Prior Year - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	24	34	20	21	29	41	26	195
One or more suspensions	0	0	0	0	0	0	81	51	39	44	49	27	34	325
Course failure in ELA or Math	0	0	0	0	0	0	22	35	18	20	20	18	13	146
Level 1 on statewide assessment	0	0	0	0	0	0	38	76	52	28	43	31	13	281

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								Grade Level						
Students with two or more indicators	0	0	0	0	0	0	116	141	113	111	126	124	98	829

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								Grade Level						
Attendance below 90 percent	0	0	0	0	0	0	24	34	20	21	29	41	26	195
One or more suspensions	0	0	0	0	0	0	81	51	39	44	49	27	34	325
Course failure in ELA or Math	0	0	0	0	0	0	22	35	18	20	20	18	13	146
Level 1 on statewide assessment	0	0	0	0	0	0	38	76	52	28	43	31	13	281

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								Grade Level						
Students with two or more indicators	0	0	0	0	0	0	116	141	113	111	126	124	98	829

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	0%	56%	36%	0%	53%
ELA Learning Gains	49%	0%	51%	38%	0%	49%
ELA Lowest 25th Percentile	48%	0%	42%	35%	0%	41%
Math Achievement	51%	0%	51%	47%	0%	49%
Math Learning Gains	48%	0%	48%	48%	0%	44%
Math Lowest 25th Percentile	41%	0%	45%	33%	0%	39%
Science Achievement	52%	0%	68%	43%	0%	65%
Social Studies Achievement	69%	0%	73%	66%	0%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	192 (0)	178 (0)	150 (0)	145 (0)	135 (0)	151 (0)	103 (0)	1054 (0)
Attendance below 90 percent	0 (24)	0 (34)	0 (20)	0 (21)	0 (29)	0 (41)	0 (26)	0 (195)
One or more suspensions	0 (81)	0 (51)	0 (39)	0 (44)	0 (49)	0 (27)	0 (34)	0 (325)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	**7**	**8**	**9**	**10**	**11**	**12**	
Course failure in ELA or Math	0 (22)	0 (35)	0 (18)	0 (20)	0 (20)	0 (18)	0 (13)	0 (146)
Level 1 on statewide assessment	46 (38)	38 (76)	48 (52)	23 (28)	38 (43)	38 (31)	18 (13)	249 (281)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	42%	41%	1%	54%	-12%
	2018	25%	35%	-10%	52%	-27%
Same Grade Comparison		17%				
Cohort Comparison						
07	2019	29%	37%	-8%	52%	-23%
	2018	32%	41%	-9%	51%	-19%
Same Grade Comparison		-3%				
Cohort Comparison		4%				
08	2019	25%	36%	-11%	56%	-31%
	2018	50%	48%	2%	58%	-8%
Same Grade Comparison		-25%				
Cohort Comparison		-7%				
09	2019	53%	50%	3%	55%	-2%
	2018	42%	40%	2%	53%	-11%
Same Grade Comparison		11%				
Cohort Comparison		3%				
10	2019	50%	50%	0%	53%	-3%
	2018	39%	38%	1%	53%	-14%
Same Grade Comparison		11%				
Cohort Comparison		8%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	48%	45%	3%	55%	-7%
	2018	38%	41%	-3%	52%	-14%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	47%	55%	-8%	54%	-7%
	2018	49%	56%	-7%	54%	-5%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		-2%				
Cohort Comparison		9%				
08	2019	31%	29%	2%	46%	-15%
	2018	21%	38%	-17%	45%	-24%
Same Grade Comparison		10%				
Cohort Comparison		-18%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	38%	43%	-5%	48%	-10%
	2018	50%	44%	6%	50%	0%
Same Grade Comparison		-12%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	62%	66%	-4%	67%	-5%
2018	58%	58%	0%	65%	-7%
Compare		4%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	65%	72%	-7%	71%	-6%
2018	70%	73%	-3%	71%	-1%
Compare		-5%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	69%	68%	1%	70%	-1%
2018	60%	66%	-6%	68%	-8%
Compare		9%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	64%	57%	7%	61%	3%
2018	44%	44%	0%	62%	-18%
Compare		20%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	53%	-1%	57%	-5%
2018	46%	48%	-2%	56%	-10%
Compare		6%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	46	43	29	40	27	32	50		70	14
ELL	29	48	42	37	32	53	36	29			
BLK	22	44	45	29	34	24	24	51		86	67
HSP	36	41	36	43	37	44	58	60	56	100	74
MUL	38	28		43	35						
WHT	50	56	61	61	57	52	58	76	80	86	56
FRL	32	44	42	41	44	40	43	59	56	90	63
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	40	42	16	36	33	35	37		87	38
ELL	11	37	33	11	31	36					
BLK	16	26	25	19	30	28	17	29		73	38
HSP	30	46	41	34	40	39	52	65		78	67
MUL	44	50		38	50						
WHT	48	55	57	53	52	48	65	77	45	86	52
FRL	33	43	39	38	43	38	49	65	32	73	38
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	29	30	18	31	27	16	26		85	14
ELL	14	14		25	47						
BLK	14	33	32	23	36	31	16	30		81	35
HSP	28	36	42	40	47	45	34	70		83	42
MUL	33	35		47	50			50			
WHT	45	41	35	57	51	28	55	78	31	82	42
FRL	29	37	34	42	47	36	35	62	23	78	38

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	86
Total Points Earned for the Federal Index	708
Total Components for the Federal Index	12
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Overall proficiency- Reading Proficiency- 42% were proficient in Reading. A new systematic approach contributed to a year where we actually grew from 39% proficient. This was the first year following the district created maps. We did use different monitoring systems from the rest of the district, which caused it to be different to compare and have conversations with peers from other schools. Growth-Math Learning Gains for the Lowest 25%- 41% made growth. In math we also improved in all areas including Math Gains for Lowest 25%, from 40% to 41%. Again new monitoring systems in place, and with each year it should improve.

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

The only decline we had this school year was in Science Achievement. The contributing factor is unknown, as we actually improved in the area of Biology. The reason for a decrease in Science FCAT

proficiency is still unknown, other than it being a different performing group of students, who also in 8th ELA showed concerns with proficiency. Science FCAT is also dependent on having a good set of reading skills and development.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Again, Science Achievement had the biggest gap between our school and the state average. The reason for a decrease in Science FCAT proficiency is still unknown, other than it being a different performing group of students, who also in 8th ELA showed concerns with proficiency. Science FCAT is also dependent on having a good set of reading skills and development.

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

Our math achievement would be our largest area of growth, specifically Algebra 1 performance, as it went from 44% to 64% proficient. New structures were put in place school-wide, but our largest contributing factor would be instruction/instructors. We had a new hire who taught many of our Alg 1 students. The use of Algebra Nation we also believe contributed to helping our students to being prepared for the state EOC. Also, our Middle School Acceleration went from 37% to 72%. We would contribute this large increase in placing all of our level 3s and above in 7th grade Math FSA in Algebra 1.

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

Attendance continues to be an area of concern, but we have many structures in place to help us to continue to improve in this area. We had 26% of our student population that was missing more than 10% of instruction at the beginning of last year, and this year we were able to move that percentage to 18%.

Students with multiple warning systems also continues to be an extremely high number.

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

1. Reading Achievement/Growth for all subgroups
2. Math Achievement/Growth for all subgroups
3. Attendance Rate of Students
4. Science Achievement- specifically 8th grade- all subgroups
5. SWD subgroup in all areas; Multiracial subgroup in all areas

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading Proficiency
Rationale	Our reading proficiency remains below 50%, and it is below the state average as well.

State the measurable outcome the school plans to achieve	Williston Middle High School would like to increase our reading proficiency from 42% proficiency to 50% measured by FSA ELA.
Person responsible for monitoring outcome	Joshua Slemp (joshua.slemp@levyk12.org)
Evidence-based Strategy	Monthly data chats/PSTs with ELA Teachers about level 1s and 2s , SWDs(ESSA Federal Index below 41%), and multiracial students(ESSA Federal Index below 41%)they are serving. We will review progress monitoring data (weekly/biweekly ELA assessments, iReady, Achieve 3000 data points, Read 180 data points, iReady lesson work/Diagnostics, Retake results).
	Engagement PD-WICOR Strategies and Focused notetaking; Look fors in CWTs and Formals
	Teacher planning days with Coaches; Peer observations.
	WOW nights- Working on the Work nights, where teachers collaboratively plan with peers for the units ahead. At these nights administration, coaches, and teachers will review data, evaluate where they are in alignment with district maps, examine the standards for upcoming units, and plan for assessments.
	Devil Den Chats- Students monitor attendance, behavior, and especially academics. This form is sent home and signed by parents monthly.
	Reading Parent Night- Show parents how they can help at home; Strategies for helping SWD
Rationale for Evidence-based Strategy	Rationale for strategies- These strategies increased our performance this past year, so we are keeping with the same way of work, with an increase in fidelity. Parent surveys indicate the need for help at home and continuous feedback on student performance, thus the parent night and Devil Den Chats.School Grade Target, CNA, Classroom walkthoughs and formal observations to check for effective implementation of the standards and the district curriculum maps, Lesson plans will also be checked by administration weekly/biweekly; Progress monitoring data

Action Step	
Description	1. Schedule PSTs for progress monitoring and discussions with teachers. Set up data sheets to be used at these meetings/monitor data with a focus on 1s/2s, SWDs(ESSA Federal Index below 41%), and multiracial students(ESSA Federal Index below 41%) 2. Administration checks lesson plans biweekly. 3. Schedule WOW nights for collaboration on standards and assessments. Plan for how to utilize SIP days to add additional planning in this area. 4. Schedule Reading Parent Night.

5. Schedule planning days with Reading teachers and coaches.
6. Get teachers/students Devil Den Chat forms; Schedule these on the calendar
7. Schedule peer observations
8. CWTs and Formals to check for follow up/follow through on WICOR and Focused note taking, along with other high engagement strategies.

Person Responsible   Hillary Cribbs (hillary.cribbs@levyk12.org)

#2	
Title	Math Proficiency
Rationale	Our Math Achievement is right at state level, however, we would like to continue to grow in this area, and be more consistent across the board. Our cohort comparisons for Middle School, in both both 6th and 8th grade show a decrease. We want students to remain proficient when traveling from grade level to grade level.
State the measurable outcome the school plans to achieve	Williston Middle High School would like to increase our math proficiency from 51% proficiency to 60% measured by FSA Math, Algebra 1 EOC, and Geometry EOC.
Person responsible for monitoring outcome	Joshua Slemp (joshua.slemp@levyk12.org)
Evidence-based Strategy	Monthly data chats/PSTs with Math teachers specifically about level 1s and 2s they are serving,SWDs(ESSA Federal Index below 41%), and multiracial students(ESSA Federal Index below 41%). We will review progress monitoring data (Math assessments, iReady, , iReady lesson work/Diagnostics, Retake results). Teacher planning days with instructional coaches. Engagement PD-WICOR Strategies and Focused notetaking; Look fors in CWTs and Formals WOW nights- Working on the Work nights, where teachers collaboratively plan with peers for the units ahead. At these nights administration, coaches, and teachers will review data, evaluate where they are in alignment with district maps, examine the standards for upcoming units, and plan for assessments. Devil Den Chats -Students monitor attendance, behavior, and especially academics. This form is sent home and signed by parents monthly. Peer observations- Teachers will be provided an opportunity to observe peers. Parent Night- Show parents how they can help their student in the area of Math. Strategies to help SWD will be included.
Rationale for Evidence-based Strategy	Rationale for strategies- These strategies increased our performance this past year, so we are keeping with the same way of work, with an increase in fidelity. Parent surveys indicate the need for help at home and continuous feedback on student performance, thus the parent night and Devil Den Chats. School Grade Target, CNA, Classroom walkthoughs and formal observations to check for effective implementation of the standards and the district curriculum maps, Lesson plans will also be checked by administration weekly/biweekly; Progress monitoring data
Action Step	
Description	1. Schedule PSTs for progress monitoring and discussions with teachers. Data sheets to be used for these meetings to include focus on 1/2s, SWDs(ESSA Federal Index below 41%), and multiracial students(ESSA Federal Index below 41%)

2. Administration checks lesson plans biweekly.

3. Schedule WOW nights for collaboration on standards and assessments. Plan for how to utilize SIP days to add additional planning in this area.

4. Schedule Math Parent Night.

5. Schedule planning days with Reading teachers and coaches.

6. Get teachers/students Devil Den Chat forms; Schedule these on the calendar

7. Schedule peer observations.

8. CWTs and Formals to check for follow up/follow through on WICOR and Focused note taking, along with other high engagement strategies.

Person Responsible Dorenda Westfall (dorenda.westfall@levyk12.org)

#3	
Title	Attendance Rate of Students
Rationale	18% of WMHS students are missing 10% or more of instruction time.

State the measurable outcome the school plans to achieve	Williston Middle High School would like to reduce students missing 10% or more of instructional time from 18% to 8% as evidenced by Performance Matters Unify Baseball Card Report- Attendance Rate.
Person responsible for monitoring outcome	Joshua Slemp (joshua.slemp@levyk12.org)
Evidence-based Strategy	Attendance reminders, rewarded students, and data will be posted on school Facebook/ Remind. Attendance Remind Group- to include SWDs and Multiracial students with EWS.
	Daily Tattletale emails scheduled by admin and generated by Skyward and sent to teachers stating what periods of attendance they need to update.
	Administration in the hallway during every transition, recording tardies. On second tardy, lunch detention begins.
	Attendance Incentives-Perfect Attendance T-shirt Campaign per semester, Perfect Attendance Parking in Staff Parking Lot, Perfect Attendance for the entire year incentive. Good Attendance Reward per semester.
	Automatic phone homes when students are absent- 10am.
	Attendance contracts/conferences with Mrs. Cribbs or Mr. Slemp at 9 weeks for MS, semester for HS for reverting 59s back to passing grades if attendance improves.
	Devil Den Chats- Students monitor attendance, behavior, and especially academics. This form is sent home and signed by parents monthly.(Collecting monthly data on SWDs and Multiracial)
Rationale for Evidence-based Strategy	Rationale- We have found that these were highly impactful strategies as we decreased from 26% missing 10% or more to 18% missing 10% or more of instruction, thus we feel the need to keep these in place. However, fidelity will increase.
	CNA, Skyward Daily/weekly/monthly attendance reports will show an increase in attendance; Tattletale reports will show an increase in teachers taking attendance for each period; CNA performance matters data used for principal's meetings/generated monthly/bimonthly will show an increase in attendance, evaluating students on Attendance contracts

Action Step	
Description	1. Set up Attendance Remind Group after at Progress Reports (1st 9 weeks) 2. Send messages about attendance on Remind/Facebook-Challenges, Brags etc. 3. Run tattletale report and have attendance intern send daily emails 4. Admin present in the hallways daily, getting coverage when out. Recording tardies and assigning lunch detentions.

5. Scheduling and purchasing attendance incentives.
6. Schedule Devil Den Chats, provide forms for students/teachers

Person Responsible   Hillary Cribbs (hillary.cribbs@levyk12.org)

Additional Schoolwide Improvement Priorities (optional)

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

Science Achievement- All Science teachers will participate in District Science Cadres, Lesson Plans checked for standards alignment, required participating in WOW/SIP days, analysis of Science assessments for alignment to the standards, CWTs/Formals(standards check, high engagement)

SWD and Multiracial students- In regards to reading proficiency, math, and school attendance, our overall goals for our Schoolwide Improvement, we will filter all progress of these students into our scope of work.

Part IV: Title I Requirements

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

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

We believe that a partnership must exist between our parents and our school in order to gain academic and social success. Williston Middle High School strives to incorporate high yield communication strategies to increase parental involvement through a variety of ways; parent meetings, conferences, and activities scheduled throughout the academic school year. Teachers hold parent - teacher conferences to share current achievement including a summary of a student's test scores as well as areas in need of improvement and the personal strengths of the student. Teachers are required to keep and maintain a parent communication log. Teachers also maintain involvement with parents through email, Skyward, planner, Remind, and phone calls. The school encourages parents to become involved in the following types of roles and activities: Annual Title 1 Night, School Advisory Committee, PTO, Schoolwide Improvement Committee, Band Boosters, Athletic Boosters, Positive Behavior Support Team, Problem Solving Teams, College and Career Nights, and scheduling/informational meetings. Information available to our parents include but are not limited to the: WMHS webpage which is updated weekly, school newsletter that is distributed bi-monthly, WMHS Facebook
page updated daily, Remind messages are sent to staff, parents, students and student handbooks which include a yearly calendar, school rules and district policies. Parents have access to Skyward (our academic data system) where grades and email communication can take place daily. Parents without internet or computers have access to school computers in our media center at least once a week.

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

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

WMHS ensures the social-emotional needs of all students are being met by:
1. Students have access to guidance counselors when needed.
2. There is a mentor team that meets with students identified through our early warning system.
3. Teachers meet monthly to discuss student concerns.
4. Data chats with administrative team is held monthly.
5. School Social Worker is involved during IEPs and parent conferences to address student needs.
6. All guidance counselors are trained in crisis intervention and how to assist students through their counseling needs.
7. Children's home society comes to WMHS to provide counseling services to students.
8. Outside mentoring programs provided to students through Unity Family/JBU Mentors and The Levy Prevention Coalition

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

WMHS monitors student cohorts and meets with students to understand their individual needs while enrolled at WMHS. Credit checks are conducted on every student at WMHS to ensure that they are enrolled in appropriate courses required for graduation. A half-time graduation coach will provide additional counseling and support for students. The graduation coach will monitor juniors and seniors very carefully, provide individual counseling, progress monitor students enrolled in credit retrieval and assist with coordinating Parent Night events and communication between the school and the parents. We also provide support for graduating seniors by hosting colleges and universities to help students enroll in their institution and provide guidance on how to apply for financial support once they enter post secondary.

WMHS meets with 8th grade students to discuss necessary promotion requirements from middle to high school. They will create a plan for high school and post secondary goals.

WMHS will host a 6th grade welcome orientation during the spring that will include presentations on various programs, including CTE programs, and outline expectations for all students. This same day, during the evening, WMHS will host an open house just for incoming 6th graders to provide an ease of transition for both students and parents.

WMHS will create a school transition team for middle school students. This team will work with students and parents to focus on a student's transition from 5th to 6th grade starting the second semester of the 2019-20 school year. The team will highlight lessons with 5th graders focusing on the Social/Emotional, Organizational/Environmental, Academic, Developmental, College and Career Awareness. Many of our students start to see an increase in Early Warning Indicators for students starting in the 6th grade. Through building a strong transition program students will continue to move their learning forward as they enter the sixth grade.

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.

WMHS receives Title 1 funds that are used to provide support to staff/students/families: PD opportunities for staff, Tutoring in ELA/Math, Parental Involvement activities; Parent Nights. IDEA funds support services to students with disabilities, curriculum, supplies, & Professional Development. With a large population of SWDs, some additional supports provided to the school are CARD, MTSS/RtI State Project, SEDNET. Title I, Part C: The migrant liaison coordinates with Title I, district, school administration and other programs to ensure student needs are met. Title II, Part A: PD is provided to administrators and teachers such as Summer Leadership, AVID SI, Placement (AP) Institutes to enhance instruction, driven from student achievement.Title III: With a large population of ELLs, an ESOL para is provided once the school has reached 15 ESOL/LY students. WMHS has two.Title IV: Our students need a well-rounded education,safe and healthy school conditions, along with effective use of technology. Under Well-Rounded Education (ESEA section 4107) the district has provided STEAM materials/ equipment(emphasis on Math, Science and Art) to all Art classes and 5th grade Math and Science classes. Under Safe and Healthy Schools (ESEA section 4108) -Summer Bridge program to help with transition between elementary and middle schools. The district has purchased Impero Education Software to monitor online safety, as this has been a concern in the past. (Admin and guidance monitor) Also with these funds, Levy County has partnered with the Levy County Prevention Coalition to provide students with a mentoring program that focuses on youth conflict resolution skills, life skills and support with career/life goals. .Title IX: The district homeless liaison and social worker provides resources for students identified as homeless under the McKinney Vento Act. Social worker provides transportation and collaborates with local social services to provide support.Persons Responsible:Jennifer Dola & Amber Philpot (Reading Coaches), along with administration.

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

Students entering Williston Middle High School have completed a Career Planning course and enter high school with a four year plan for graduation. The High School Guidance department meets with all incoming 9th graders, and the Career and Technical Education instructors make presentations to incoming 9th graders as well. Students will have the opportunity to apply for a spot in our AVID program. Students learn critical thinking skills and are provided with exposure to post secondary institutions and career choices within this program. Students enrolled in CTE (Career and Technical Education) have the opportunity to learn directly from our industry partners that conduct guest presentation and provide career shadowing and field trip experiences. Through the districts partnership with the College of Central Florida and Santa Fe College our CTE students have the opportunity to earn articulated college credit and to participate in campus tours. CTE students may join a Career and Technical Service Organizations (CTSO) that expose students to the various components of related careers. Students in CTSO's visit college campuses and participate in contests throughout the school year making contact with business partners and future employers.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Reading Proficiency**	**$0.00**
2	III.A.	**Areas of Focus: Math Proficiency**	**$0.00**
3	III.A.	**Areas of Focus: Attendance Rate of Students**	**$0.00**
		Total:	**$0.00**