

Lake County Schools

Windy Hill Middle School



2019-20 Schoolwide Improvement Plan

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Windy Hill Middle School

3575 HANCOCK RD, Clermont, FL 34711

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

Demographics

Principal: Kelly Cousineau

Start Date for this Principal: 7/13/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (60%) 2016-17: B (58%) 2015-16: B (59%) 2014-15: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Lake 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>58%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>61%</p>

School Grades History

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

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Provide the school's vision statement.

"One pack empowering students for life!"

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
Roberts, William	Principal	William Roberts, Principal: Provides a common vision for the use of data-driven decision-making; ensures that the school-based team is implementing effective teaching strategies; conducts assessments of skills of school staff; ensures implementation of intervention support and documentation ensures adequate professional development to support implementation; provides sufficient quantities of technology for academic support; and communicates with SAC and stakeholders monthly on progress.
Hatch, Tara	Assistant Principal	<p>Tara Hatch (grade-level administrator)</p> <p>Duties include: discipline, x-block progress and novel study, ESE/ELL progress monitoring, MTSS, TA support, curriculum support for ELA and ESE/ESOL, restorative practices coordinator, school and event supervision, organizing events, cross-training/scheduling, agendas, lockers, LSA contact, student/staff IDS, testing coordinator, iPD support (teacher collaboration), data chats, learning walks, evaluations, staff support and feedback, social media support; among other responsibilities.</p>
Wolf, Rhonda	Assistant Principal	<p>Rhonda Wolf (Transportation Administrator)</p> <p>Duties include: bus discipline, novel study, iXL and x-block support, ensuring remediation and literacy fidelity, MTSS support, custodial, master scheduling, Howlers (student cohort), facilities/health and wellness coordinator, iPD support (teacher collaboration), school and event supervision, honor roll and attendance celebrations, SAI, SAC, CTE contact, work orders, sunshine committee (staff celebrations), data chats, learning walks, evaluations, staff support and feedback, social media support; among other responsibilities.</p>
Walker-Lawrence, Kim	Assistant Principal	<p>Kim Walker-Lawrence (Grade-level Administrator)</p> <p>Duties include: discipline, MTSS, curriculum support for Social Studies, school and event supervision, organizing events, student/staff IDS, iPD support (teacher collaboration), x-block monitoring and novel study, E2020/ tutoring progress/monitoring, grade recovery, master scheduling, clerical, textbooks, equity coordinator, grant reporting, positive behavior support, data chats, learning walks, evaluations, staff support and feedback, social media support; among other responsibilities.</p>
Scott, Reshonda	Assistant Principal	<p>Reshonda Scott (Grade-level Administrator)</p> <p>Duties include: discipline, MTSS, curriculum support for Math, x-block progress monitoring and novel study, lower-quartile progress monitoring, food service, new teacher induction/support, school safety, professional development, faculty meetings, field trips and fundraisers, SAI budget and plan, athletics, AVID (site team and visit coordination) calendar/ duty scheduling, school and event supervision, organizing events, student/staff IDS, iPD support (teacher collaboration), data chats, learning walks, evaluations, staff support and feedback, social media; among other responsibilities.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	427	468	462	0	0	0	0	1357
Attendance below 90 percent	0	0	0	0	0	0	19	22	23	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	2	1	1	0	0	0	0	4
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	142	199	163	0	0	0	0	504

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	11	32	49	0	0	0	0	92

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	2	4	0	0	0	0	7

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

86

Date this data was collected or last updated

Friday 8/23/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	62	41	73	0	0	0	0	176
One or more suspensions	0	0	0	0	0	0	43	29	50	0	0	0	0	122
Course failure in ELA or Math	0	0	0	0	0	0	138	147	145	0	0	0	0	430
Level 1 on statewide assessment	0	0	0	0	0	0	67	92	82	0	0	0	0	241

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	248	254	279	0	0	0	0	781

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	62	41	73	0	0	0	0	176
One or more suspensions	0	0	0	0	0	0	43	29	50	0	0	0	0	122
Course failure in ELA or Math	0	0	0	0	0	0	138	147	145	0	0	0	0	430
Level 1 on statewide assessment	0	0	0	0	0	0	67	92	82	0	0	0	0	241

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	248	254	279	0	0	0	0	781

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	58%	50%	54%	57%	47%	52%
ELA Learning Gains	59%	52%	54%	55%	50%	54%
ELA Lowest 25th Percentile	47%	44%	47%	37%	39%	44%
Math Achievement	62%	56%	58%	60%	54%	56%
Math Learning Gains	64%	55%	57%	64%	56%	57%
Math Lowest 25th Percentile	47%	46%	51%	47%	45%	50%
Science Achievement	59%	49%	51%	52%	46%	50%
Social Studies Achievement	77%	70%	72%	82%	72%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	427 (0)	468 (0)	462 (0)	1357 (0)
Attendance below 90 percent	19 (62)	22 (41)	23 (73)	64 (176)
One or more suspensions	2 (43)	1 (29)	1 (50)	4 (122)
Course failure in ELA or Math	0 (138)	0 (147)	0 (145)	0 (430)
Level 1 on statewide assessment	142 (67)	199 (92)	163 (82)	504 (241)

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	52%	52%	0%	54%	-2%
	2018	52%	47%	5%	52%	0%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	53%	49%	4%	52%	1%
	2018	54%	48%	6%	51%	3%
Same Grade Comparison		-1%				
Cohort Comparison		1%				
08	2019	62%	54%	8%	56%	6%
	2018	67%	55%	12%	58%	9%
Same Grade Comparison		-5%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	49%	53%	-4%	55%	-6%
	2018	45%	49%	-4%	52%	-7%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	62%	58%	4%	54%	8%
	2018	65%	59%	6%	54%	11%
Same Grade Comparison		-3%				
Cohort Comparison		17%				
08	2019	42%	39%	3%	46%	-4%
	2018	45%	39%	6%	45%	0%
Same Grade Comparison		-3%				
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	57%	49%	8%	48%	9%
	2018	54%	51%	3%	50%	4%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	71%	4%	71%	4%
2018	71%	70%	1%	71%	0%
Compare		4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	52%	47%	61%	38%
2018	96%	62%	34%	62%	34%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	57%	-57%
2018	0%	50%	-50%	56%	-56%
Compare		0%			

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	28	48	42	32	48	44	27	49	38		
ELL	30	54	51	32	53	46	23	51	40		
AMI	53	69		53	69						
ASN	76	65		82	84		59	86	87		
BLK	55	54	46	53	60	44	46	79	71		
HSP	49	57	47	50	58	48	53	66	68		
MUL	60	64		64	67	50	52	76	75		
WHT	65	62	49	73	68	49	72	87	79		
FRL	45	55	45	48	58	46	45	65	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	21	46	49	32	45	32	20	51	38		
ELL	28	56	46	25	52	52	20	41			
AMI	35	71		53	65						
ASN	86	70		93	81		92	80	75		
BLK	57	59	50	49	48	36	48	63	50		
HSP	53	57	50	54	60	54	47	72	64		
MUL	59	56	70	54	60	44	35	74			
WHT	66	63	63	71	65	43	65	83	66		
FRL	49	57	54	51	55	47	45	68	53		

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	13	31	25	18	41	39	13	35	20		
ELL	24	45	42	22	57	60	23	48			
ASN	73	61	40	74	64		64	100	83		
BLK	46	42	25	44	61	45	44	77	65		
HSP	51	54	43	52	61	52	45	75	64		
MUL	64	55		62	59		73	91			
WHT	63	58	38	71	68	42	57	87	68		
FRL	47	50	36	49	59	48	40	73	54		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	601
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	40
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	43
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	61
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	56
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	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	67
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	51
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.

ELA and Math lowest 25% components showed the lowest performance with 47% in both areas. Both areas dropped from the previous years' data, with ELA having the most significant drop of 7 percentile points. This is not a trend for the ELA category; however, contributing factors may include lost in personnel and various mid-year changes in teacher placement.

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

ELA lowest 25% component had the most significant drop of 7 percentile points. Contributing factors may be due to lost in personnel and various mid-year changes in teacher placement; reasons outside of leadership control.

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.

Every WHM data component performed above each of the state averages. The math lowest 25% component was the only area within 1 percentage of the state average.

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

In both the Math Learning Gains and Science Achievement components, WHM improved by 3% from the previous year's data. For math, the school increased the number of students in Algebra courses, provided many tutoring opportunities and Saturday Sessions to provide additional student support, and focused on common planning. In the Science department, teachers utilized common planning and iPD to evaluate data and plan accordingly. PLCs were also used to collaborate and enhance student growth, in addition to authentic literacy and AVID strategies school wide.

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

The number of level 1 students on the statewide assessment: WHM's goal is that all students have the ability to obtain academic growth with the ultimate goal of proficiency.

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

- 1.Strategic growth in the lowest quartile
2. Focused Instruction/ Authentic Literacy

3. Mastery and Checking for understanding
4. The What, Why, and How of student learning (evaluated through learning walks with continuous feedback)
5. AVID strategies school wide

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Teachers will utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of each student. Teachers will plan questions to help students elaborate on content.
Rationale	During the 2018-2019 school year, we focused on increasing cross-curricular literacy opportunities throughout the day. We saw a decrease in FSA ELA scores in 7th grade (-1 pts), 8th grade (-5 pts), and 6th grade (0 pts.). Upon review of 2019 FSA data, we will have a stronger lens on checking for understanding as students are engaged in text-based opportunities and school-wide incentives; collaborative learning; and focused-instruction. Therefore, increasing exposure and engagement to content rich literacy and enhancing collaborative learning, students will increase their proficiency in reading, writing, thinking and speaking.

State the measurable outcome the school plans to achieve	Sixty-two percent of the students will score at or above grade level on the ELA standards for the FSA. Last year fifty-eight percent of the students were at or above grade level for the ELA standards.
Person responsible for monitoring outcome	Kim Walker-Lawrence (walker2@lake.k12.fl.us)
Evidence-based Strategy	Increase student academic proficiency by providing opportunities and experiences to engage and manipulate text or remediation; strengthening each students' foundation skills of reading, writing, thinking and speaking about their learning. The intent is through this academic proficiency, students will progress to high school and beyond with the literacy foundation required to be successful. Based on the targeted focus areas of the 2019-2020 school, we will be able to evaluate immediate progression based on the FSA results; with a goal to increase in proficiency and increase in learning gains by 3 percent in all areas.
Rationale for Evidence-based Strategy	If targeted questioning based on standards aligned to critical content and student data is utilized, proficiency will increase when students are engaged in reading, writing, thinking and speaking in each of the four classes on a daily basis. As teacher leverage the targeted data, they will use specific questioning based on critical standards-aligned content to strengthen in students the capacity to interpret and elaborate on rigorous content. Elective classes will engage students in reading, writing, thinking and speaking. Students will have access to Chromebooks, IXL and Algebra Nation, which will be provided through X-Block. Student needing additional exposure to the standards will receive remediation during X-Block.

Action Step	
Description	Teachers will meet during IPD to review student data and written work, evaluation for trends, strengths and areas of opportunities; review student response to tasks, and plan text dependent questions, close reading, and skill strategy based groups to implement with students to support success with complex text. PLC facilitators will develop and implement agendas for areas of focus based on teacher feedback and student data.
	Teachers will receive professional development around effective questioning and feedback as well as critical content.
	Teachers will monitor and provide feedback to students to support learning during data

chats. While students are practicing, teachers will observe, take notes and confer with students individually, small group or whole group to probe for understanding and provide feedback

Teachers will design lessons (using activities, quizzes, unit assessment, and tasks) with multiple checkpoints and critical questions to find out what students know and then adapt instruction to meet students' needs.

Teachers will provide literacy engagement opportunities to each student through X-Block weekly. X-Block plans will be submitted by teams for Administration review. These plans will be a guide as we monitor the learning and teaching. During X-Block, students will engage in literacy-based instruction through novel studies. Remediation will also take place during X-Block. Students in the bottom quartile will receive remediation by using IXL.

Students will be provided access via Chrome books and novels to manipulate text. Additionally, students are provided access to other resources (Brainpop, Art magazines, and Scholastic reading magazines, local newspaper) to enhance reading opportunities. Parents As Partners is an additional structure in place to invite parents on Saturday's to learn aside their student(s). Parents have the opportunity to learn how to assist students at home by becoming engaged with the standards as teachers the significance of standards by providing examples and feedback on student work.

To prepare every student for College and Career Readiness, every student will have an AVID binder. The AVID binder will consist of student work consisting of reading, writing, thinking, and speaking. Each nine weeks, students will engage in Socratic Seminars or Philosophical Chairs. AVID binder checks will be completed during X-Block.

Person Responsible Kim Walker-Lawrence (walker2@lake.k12.fl.us)

#2	
Title	Reducing excessive absences through remediation, mentorship, positive behavior, and classroom engagement resulting in increased opportunities and enhanced exposure to standards-based instruction.
Rationale	Consistent monitoring and providing support systems for students and families with excessive absences will provide such students with an increased opportunity for exposure to standards based instruction with enhancements in reading, writing, thinking and speaking. Remediation opportunities through X-block are targeted through data chats and data dissection amongst the team, as well as through Resource, a sector of ESE, push in through our C2 prep team, grade recovery via E2020 and Parents as Partners/remediation sessions. With the enhancement of technology support of a chromebooks, students have an even greater opportunity for academic success.
State the measurable outcome the school plans to achieve	Students attending school on a regular basis will receive high-quality standards-based instruction with the infusion of reading, writing, thinking and speaking, which will showcase growths in the major core content areas by the end of the year. Additionally, by June, the attendance team will evaluate the growth of school-wide attendance with the goal of improving the percentile to a higher rank from last year's percentile; this is a continuous effort throughout the school year with initiatives like Attendance Week, attendance celebrations, parent communication, etc.
Person responsible for monitoring outcome	Tara Hatch (hatcht@lake.k12.fl.us)
Evidence-based Strategy	Partner with families early on as student absenteeism becomes chronic. Teachers will make contact with families of students as well as our certified school counselor. WHMS will develop an attendance committee to guide the actions/needs, making recommendations of support as noted by the data.
Rationale for Evidence-based Strategy	Conversations with other middle schools who had success with students in the lower quartile.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop an individualized action plan with services and supports 2. Have training presented to staff by Social Worker 3. Review data of attendance with committee highlighting students and creating strategies of support 4. Recognize students with stellar attendance quarterly/monthly and annually (FAME)
Person Responsible	Tara Hatch (hatcht@lake.k12.fl.us)

#3	
Title	<p>Increase the cognitive demand in student tasks and assessments through a systems-interdependent instructional programs, resulting in standards-based instruction, increased access to CTE programs and passage of CTE certification assessments & Algebra EOC.</p>
Rationale	<p>By having a common vision of focusing on increasing cognitive demand in student tasks and assessments, implemented through school-wide, standards-based instructional programs (e.g., iPD, AVID, College & Career Preparation Team, iXL remediation, authentic literacy opportunities), this will allow students the opportunity to make real-world connections, think abstractly, and build upon background knowledge. The increase in cognitive demand in all areas will guide the production of standards-based lessons and literacy-rich opportunities in all classes, for all students, providing rigor, access to CTE and high school level math classes, remediation where needed, and college/career readiness through independent academic growth allowing for increased passage of industry certification and Algebra EOC assessments. Advanced rigor and support for all students, and ESSA subgroups, provides high expectations for all students.</p>
State the measurable outcome the school plans to achieve	<p>Increase learning gains in the core subject areas by 3% through reading, writing, thinking, and talking in every class, every day. Increase targeted growth and feedback through teacher feedback cycles and student assessments based on standards-based instruction and data analysis. School based goal to increase overall proficiency for all students in core subject areas by 3%; increase industry acceleration by at least 5%, from 75% to 80%, by providing more students access to CTE industry and Algebra courses.</p>
Person responsible for monitoring outcome	<p>Rhonda Wolf (wolfr@lake.k12.fl.us)</p>
Evidence-based Strategy	<p>We will continue to provide standards-based instruction in all core classes through reading, writing, thinking, and speaking every day in every class with professional development opportunities to support instructional progression. Additionally, ELA support with Chromebooks through iXL for students in the lower-quartile, ESE, and ELL students, while providing additional support for math to all students through iXL and Algebra Nation through X-block. Students will have iXL access beyond the school day 24/7. Through continued Parents as Partners, families and students will have opportunities to learn beside each other and share in the learning together on Saturday sessions. Additional support and intervention will also be provided to students - as needed - through WHM's daily 30-minute extra academic block (x-block), ESE resource room, tutoring, Saturday sessions, and through the continuation of in-class support of guided instruction, remediation, test corrections, strategic practice, and mastery.</p>
Rationale for Evidence-based Strategy	<p>Based on the school gains and areas of need from last year, we believe continuing and increasing the instructional focuses of reading, writing, thinking, talking and remediation will be effective strategies to continue making learning gains. The data used in making this determination was based on FSA, EOC outcomes, and remedial progress.</p> <p>Monitoring of the goal will be evaluated in various ways (please refer to the evidence listed in the action steps). Overall, lesson plan submission, classroom learning walks, weekly trend analysis, targeted feedback, 'push-in support services evaluated quarterly', data chats with teachers, performance matters data, conferring with students about their learning, etc.</p> <p>With professional development for teachers to increase cognitive demand and adequate</p>

support for all areas/ students to have increased opportunities to access CTE programs and high-school level courses, students will have the ability to grow academically and have more advanced opportunities.

Action Step

1. Increase access to and enrollment in CTE Certification Classes and Algebra

Who: Scheduling Administrator

When: Each Semester

Evidence: Number of courses available and students enrolled in the courses

2. Provide professional development and planning time for all teachers to increase the cognitive demand in tasks and assessments through IPD and Genius Hours

Who: Administrators, Teachers

When: Pre-planning, monthly

Evidence: Teachers submit agendas for planning/IPD days, with lessons focusing on common assessments and data analysis; data chats with teachers quarterly; monthly professional development through faculty meetings and Genius Hour PD Days

3. Learning Walks and Walkthroughs focused on targeted feedback, evaluating trends and the implementation of authentic literacy through novel studies and daily engagement in text.

Who: Administrators

When: Daily

Evidence: Daily learning walks and walkthroughs with immediate feedback provided to teachers through OneNote; weekly administrator meeting to evaluate trends and areas of needed improvement, and monthly Targeted Feedback cycles with teachers based on need.

Description

4. Targeted 'push-in support' to provide remediation for lower-quartile students and additional support to ESE and ELL students.

Who: Teachers Assistants, C2 Prep Teachers

When: Daily

Evidence: Strategic scheduling of support services by the college and career prep teachers, in addition to the teacher assistants. Support and schedules will be re-evaluated quarterly based on student needs.

5. Remediation in ELA and Math through iXL and Chromebooks, E20/20, and Authentic Literacy lessons provided during X-block. Teachers will submit X-block lesson plans to support students who need additional support for remediation and to provide daily reading, writing, thinking, and talking in classrooms.

Who: All teachers and support staff

When: Daily

Evidence: Lesson plans submitted, data analysis quarterly through performance matters and iXL, administrator learning walks, and speaking with students on what they are learning, why they are learning it and how do they know the learned it.

6. Any additional support, as needed, to support all students in obtaining learning gains and learning authentically to be college and career ready, through Saturday Academic sessions (Parents as Partners), tutoring, E20/20 summer school, and enhanced technology via Chromebooks for communication and flexibility purposes.

Who: All Staff members

When: On-going support, evaluated based on needs

Evidence: PBS Data, MTSS data, LSA, grades, retention rates and classroom assessments

Person Responsible Rhonda Wolf (wolfr@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

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

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.

Although not a Title I school, WHM plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of all students.

Parental involvement targets include the number of volunteer hours logged by parents for various school events and initiatives; the attendance at the WHMS science fair, STEM Night, and AVID parent night involvement with student field trips and the SAC committee; Skyward parent portal will be available for parents to check student progress and correlate with teachers for student success; quarterly parent conference nights will provide an opportunity for parents to meet and discuss academic progress; and the newly developed fresh market will provide food and resources to many students and families.

For the 2019-20 school year, WHMS will travel for the fourth year to the Four Corners area to meet the community and advertise the programs/ offerings by the school. This event is titled "Wolves Night Out" and partners with the Sheriff's Office, Cagans Community Library, and Publix; we plan to build stronger relationships with the community/families we serve.

Additionally, Windy Hill will increase parental opportunities to learn in our 21st century classrooms through our Parents and Partners' Saturday learning sessions. Parents as partners is another collaboration learning session built upon the idea of students, parents and teachers learning together. These sessions will include overviews of content area seminars, helping and sharing major works of the curriculum such as the required reading requirement of 120 minutes. This also provides hands-on learning opportunities so that parents can provide academic support at home, and help parents build capacity in understanding the day-to-day learning necessary for academic success. Sessions include reading, writing and thinking, speaking, AVID strategies, collaborative discourse, mathematics, Algebraic reasoning, non-fiction text analysis, science-based sessions and restorative practice sessions.

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.

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 Wolf Camp, 6th Grade Orientation and/or meet the teacher. 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.

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; ensuring that accommodations are provided are support stakeholders.

Daylin Savaadra, Samantha Moberg, and Kristin Garcia, Certified School Counselors: Provides 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; supports the MTSS process, conducts check-ins with students, and provides ESOL and 504 support.

Jennifer Bates; Mental Health Liaison: Provides services to support the emotional, behavioral, and social success of students; participates in collection, interpretation and analysis of data and facilitates in the development of intervention plans. Conducts small groups, provides interventions for behavioral/ social support, supports restorative practices and student transitions back into the academic/mainstream classroom, and conducts check-ins with students.

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

WHMS utilizes several problem-solving processes to support student achievement. Students receive daily remediation, novel studies and/or enrichment through the 30-minute X-Block, which is time geared towards 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 goals and school needs as it relates to the SIP goal. School 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, in addition to the use of iXL, AVID tutors, mentoring opportunities, and Saturday sessions. IDEA funds are utilized to provide educational experiences and resource for our ESE students to help them make progress towards their individualized goals in their IEP.

In addition, at the start of each school year, teachers are led through a PD session resulting in three areas that drive the planning for the subsequent school year to better support all students and assist with transitions.

In the upcoming school year, 6th grade teachers plan to correlate with teachers from other schools to collaborate in order to enhance student success; the math department will also correlate with others school to transition incoming 6th graders and outgoing 8th graders to better accommodate the academic expectations of all students.

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.

Students are identified through data and scheduled accordingly to meet the student needs. When necessary students meet with the grade-level certified school counselors to develop meaningful plans. Promotion of AVID and college/career readiness is engrained in the school culture and information is shared through announcements, the school website, social media, school meetings, 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.

Available resources, many provided via SAI funds - such as Saturday sessions, tutors, magazine subscriptions, iXL, etc. - are aligned based on the needs of students, classroom needs, and school goals.

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

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

Jessica Woods, Literacy Coach/ AVID Coordinator: Provides guidance on K-12 reading support, 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. As a C2 teacher for a portion of the school year, Woods assists in the coordination, implementation, and alignment of Florida Standards and the delivery of best practices to support curriculum, instruction, and assessments.

AVID Coordinator Duties - provides training, support and implementation of AVID strategies school-wide. This includes providing WICOR strategies and resources, modeling lessons and incorporating college and career (C2) readiness, organizing and obtaining AVID tutors to support in AVID classes, creating more opportunities school wide for C2 awareness, organizing and arranging school visits in correlation with district expectations and guidelines, and completing documentation necessary to maintain the AVID program and lead WHMS towards Demonstration School status.

The college/ career prep team (C2) teachers provides weekly support for C2 awareness through classes that allow students to learn more about various colleges, calculate GPAs, conduct student data analysis, incorporate AVID strategies, and push into classroom on Wednesdays to provide direct one-on-one support.

Additionally, students have access to increased CTE programs; industry certifications in technology, computer applications, culinary, and keyboarding; and increased access to high-school courses at the middle-school level. The CTE program at WHM ranked as one of the highest middle-school programs to receive industry certifications in the past academic year.