

Lake County Schools

# Windy Hill Middle School



## 2020-21 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: 7/1/2005

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	70%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (61%) 2017-18: B (60%) 2016-17: B (58%) 2015-16: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Lake County School Board on 10/26/2020.

## 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](http://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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## Windy Hill Middle School

3575 HANCOCK RD, Clermont, FL 34711

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

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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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, position title, and job duties/responsibilities 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, ensures AVID National Demonstration School best practices and showcases; 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 reading with conferring, lower quartile progress monitoring, MTSS, front office/guidance support, curriculum support for social studies, school and event supervision, AVID Administrator, cross-training master scheduling picture coordinator, SAI budget/planning, social media support, iPD support (teacher collaboration) and professional development, data chats, learning walks, evaluations, staff support and feedback, among other responsibilities.</p>
Wolf, Rhonda	Assistant Principal	<p>Rhonda Wolf (Administrator)</p> <p>Duties include: bus discipline, grade-level support, x-block monitoring and reading with conferring support and monitoring, iXL Administrator and trainer, curriculum support for Science, ensuring remediation and literacy fidelity through Literacy League, MTSS support, master scheduling, restorative practices coordinator, PBS, iPD support (teacher collaboration), grants and volunteers, SIP, food service, school and event supervision, parent conference nights, school plus and detentions, technology &amp; Chromebooks 1:1, agendas, cross-training AVID Showcases, data chats, learning walks, evaluations, staff support and feedback, Instagram; among other responsibilities.</p>
Walker-Lawrence, Kim	Assistant Principal	<p>Kim Walker-Lawrence (Grade-level Administrator)</p> <p>Duties include: discipline, MTSS, ESE/ELL administrator and progress monitoring, ESE/ELL TA's, curriculum support for enrichment's, CTE contact, school and event supervision, iPD support (teacher collaboration), x-block monitoring and reading with conferring, school safety, testing coordinator, LSA contact, PRIDE &amp; FAME celebrations coordinator, athletics, Sunshine committee, equity coordinator, website 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 ELA, x-block progress monitoring and reading with conferring, E2020/ tutoring progress/monitoring, food service, Pup Pack- new teacher induction/support, Meet the Teacher, facilities use and work orders supervisor, student and staff ID's, health and</p>



Name	Title	Job Duties and Responsibilities
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wellness coordinator, cross-training testing and master scheduling, school calendar, school and event supervision, organizing events, student/staff IDS, iPD support (teacher collaboration), data chats, learning walks, evaluations, staff support and feedback, social media-Twitter; among other responsibilities.

### Demographic Information

#### Principal start date

Friday 7/1/2005, Kelly Cousineau

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

46

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

**Total number of teacher positions allocated to the school**

78

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
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<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	304	349	360	0	0	0	0	1013
Attendance below 90 percent	0	0	0	0	0	0	33	40	46	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	28	34	25	0	0	0	0	87
Course failure in ELA	0	0	0	0	0	0	5	5	7	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	5	5	7	0	0	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	57	79	84	0	0	0	0	220
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	74	110	72	0	0	0	0	256

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	183	236	230	0	0	0	0	649

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

**Date this data was collected or last updated**

Tuesday 8/25/2020

**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	
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

**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	
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

**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	
	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

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						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State 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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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		

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
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%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0



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%	0

## 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.

Data is based on 2019 FSA/EOC school year data due to COVID-19 and cancellation of State/EOC Assessments for 2020. 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: Math, ELA, Science, Algebra, Civics performed above each of the state averages. The math lowest 25% component was the only area within 1 percentage of the state average. When comparing student growth, contributing factors include academic preparedness upon entering middle school and remedial progression of individual students focused on during x-block remediation.

#### 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?

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. Instructional Practice specifically relating to Differentiation**

Teachers will utilize data to organize students to interact with content in manners which differentiate and scaffold instruction to meet the needs of each student. Teachers will plan questions to help students elaborate on content.

During the 2018-2019 and 2019-2020 school year, we focused on and will continue to focus on increasing cross-curricular literacy opportunities throughout the day and reading with conferring. Due to COVID-19, instructional practices reflect: traditional, modified day and Lake Live (structured virtual learning that mirrors the traditional daily school schedule. Students stay enrolled in their home school and are taught by teachers from their enrolled school when possible based upon enrollment and teacher availability).

**Area of Focus Description and Rationale:**

Impact on student learning: Students are identified through data and scheduled accordingly to meet the student needs. When necessary students are met with instruction based on their personal academic data and teachers scaffold to meet their needs and check for understanding, planning for deeper engagement and mastery; students with critical needs will be able to close their gaps and excel.

Rationale: We saw a decrease in FSA ELA scores in 7th grade (-1 pts), 8th grade (-5 pts), and 6th grade (0 pts) on the previous Florida State Assessment. After reviewing the 2019 FSA data, we have a stronger lens on checking for understanding as students are engaged in text-based opportunities and school-wide incentives; collaborative learning; AVID strategies; and focused instruction. Therefore, using data driven instruction to increase exposure and engagement to content rich literacy and enhancing collaborative learning, students will increase their proficiency in reading, writing, thinking, and speaking.

**Measurable Outcome:**

Sixty-two percent of the students will score at or above grade level on the ELA standards for the FSA. On the previous (2019) Florida State Assessment (due to COVID, 2020 testing was cancelled), fifty-eight percent of the students were at or above grade level for the ELA standards.

**Person responsible for monitoring outcome:**

Reshonda Scott (scottr1@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' foundational skills of reading, writing, thinking and speaking about their learning. Through academic proficiency, students will progress to high school and beyond with the literary foundation required to be academically successful. Based on the targeted focus areas of the 2020-2021 school, we will be able to evaluate immediate progression based on the FSA and LSA results; with a goal to increase 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, 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 have access to Chromebooks, IXL and Algebra Nation, which will be provided through X-Block. Students needing additional exposure to the standards will receive remediation during X-Block.

### Action Steps to Implement

Teachers meet during common planning and PLC, virtually or in-person, to review student data and written work, analyzation 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 on teacher feedback and student data.

Teachers will receive professional development around effective questioning, purpose, feedback and critical content.

Teachers 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 assessments & tasks) with checkpoints and critical questions to find out what students know and adapt instruction to meet their needs.

**Person Responsible** Reshonda Scott (scottr1@lake.k12.fl.us)

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 Chromebooks and online novels to manipulate text. Additionally, students are provided access to online resources to enhance reading opportunities.

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** Reshonda Scott (scottr1@lake.k12.fl.us)

**#2. Culture & Environment specifically relating to Student Attendance****Area of Focus Description and Rationale:**

As a result of student progress monitoring, absences were identified as a factor in quarterly failures and low performance on benchmark tests. In reducing excessive absences through remediation, mentor-ship, positive behavior, and classroom engagement; will lead to increased opportunities to and enhanced exposure to standards-based instruction.

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 among the team, as well as through Resource, a sector of ESE, push in through our C2 prep team (schedule permitting), and grade recovery via E2020. With the enhancement of technology support of Chromebooks(1:1), students have an even greater opportunity for academic success having on and off campus access to their academics and resources.

**Measurable Outcome:**

In addition to our continuous effort throughout the school year with initiatives like Attendance Week, attendance celebrations, and parent communication; 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 and the effect on standardized testing with the goal of improving the our overall level 3 or above and passing on EOC from 61% to 64%.

**Person responsible for monitoring outcome:**

Rhonda Wolf (wolfr@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 counselors. 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 Steps to Implement**

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**

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

**#3. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus Description and Rationale:</b>	<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 &amp; Algebra EOC.</p> <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 &amp; 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>
<b>Measurable Outcome:</b>	<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>
<b>Person responsible for monitoring outcome:</b>	<p>Kim Walker-Lawrence (walker2@lake.k12.fl.us)</p>
<b>Evidence-based Strategy:</b>	<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. 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, and through the continuation of in-class support of guided instruction, remediation, test corrections, strategic practice, and mastery.</p> <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>
<b>Rationale for Evidence-based Strategy:</b>	<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 support for all areas/ students to have increased opportunities to access CTE programs</p>

and high-school level courses, students will have the ability to grow academically and have more advanced opportunities.

### Action Steps to Implement

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

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

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

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.



Various school stakeholders include 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.

The college/ career prep team (C2) teachers provides support for C2 awareness through classes as permitted 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.

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 and Alisha Grill, Mental Health Liaison supports and works with individuals and small group: 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.

WHM works to ensure continuous communication to all stakeholders through social media, website, SAC monthly meetings and weekly update /all-outs to ensure the community is updated on the constant progress of meeting school goals and ensuring the needs of students are met.

#### **Parent Family and Engagement Plan (PFEP) Link**

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

### **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
Total:			\$0.00