

School Board of Levy County

Williston Middle High School



2021-22 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: 7/7/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan was approved by the Levy County School Board on 10/12/2021.

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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Williston Middle High School

350 SW 12 AVE, Williston, FL 32696

<http://www.levyk12.org/schools>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>95%</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>37%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	B	B	B	C

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Slemp, Joshua	Principal	<ul style="list-style-type: none"> • Provides instructional and non-instructional leadership and supervision for the school as well as manage the operation and all other activities and functions which occur at the assigned school. • Develop positive school/community relations and act as liaison between the school and community. Communicate effectively both orally and in writing with parents, students, teachers, and the community. • Develop, implement, and assess the instructional programs at the assigned school and coordinate with District instructional staff in program planning. • Establish and maintain individual professional development plans for each instructional employee. • Establish procedures for an accreditation program and monitoring accreditation standards at the assigned school. • Participate in developing the District strategic plan, District school calendar, District staffing plan, and manpower plans. Manage and administer school functions relating to these items. • Interview and select qualified personnel to be recommended for employment. • Conduct performance appraisals and make reappointment recommendations for school personnel. • Lead, manage and administer personnel development through training, in-service and other developmental activities that are linked to student results and the school improvement plan. • Implement and administer negotiated employee contracts at the school site. • Develop long- and short-range facility needs at the assigned school. • Coordinate facility and support service requirements. • Coordinate plant safety and facility inspections at the assigned school. • Coordinate all maintenance functions at the assigned school. • Coordinate and supervise transportation services at the assigned school. • Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. • Establish and manage student accounting and attendance procedures at the assigned school. • Coordinate the school food service program at the assigned school, including the free and reduced food service program requirements. • Assign and supervise school personnel to special projects for the enhancement of the school. • Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. • Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings. • Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems and other school related issues. • Communicate, through the proper channels, to keep the Superintendent informed of impending problems or events of unusual nature. • Participate in countywide management meetings and other meetings appropriate for professional development. • Direct the establishment of adequate property inventory records and ensure the security of school property.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Coordinate the supervision of all extracurricular programs at the assigned school. • Manage and supervise the school’s athletic and student activity programs including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events. (28) Serve as a member of the Superintendent’s District-wide management team. • Provide leadership in the school improvement process and implement the school improvement plan. • Maintain visibility and accessibility on the school campus. • Attend school-related activities and events. • Implement School Board policy, state statutes, Code of Ethics and Principles of Professional Conduct, and federal regulations as they pertain to the assigned school. • Supervise and monitor the accurate and timely completion of data collection and reporting requirements. • Use effective interpersonal communication skills. Provide leadership in developing a school environment that is open and customer/student focused. • Direct the development of the master schedule and assign teachers and students according to identified needs. • Establish the job assignments for all school-site administrators and same as coach/mentor to others preparing for School Principal certification and assess the school site administrator’s performance. • Provide instructional leadership and supervision for student achievement in the school and accountability for school to work transitions. • Provide leadership for and support the work of the School Advisory Council. • Provide leadership in the implementation of the Sunshine State Standards, Florida Writes, Florida Comprehensive Assessment Test and other tests designed and adopted to measure student achievement. • Provide leadership in the effective use of technology in the classroom and in school administration. • Provide leadership for all stakeholders in the development of school beliefs, vision, mission and goals and align them with the district’s mission, school improvement plan and curriculum. • Implement procedures to ensure that the rights of children with disabilities and parents of such children are protected. • Perform other incidental tasks consistent with the goals and objectives of this position.
<p>Hawkins, Benjamin</p>	<p>Assistant Principal</p>	<ul style="list-style-type: none"> • Provide assistance and feedback to school personnel. • Develop and implement the school’s instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. • Develop the master teaching schedule and assign teachers according to identified needs. • Utilize current educational best practices and research in the planning and preparation of the school instructional program. • Interpret and enforce School Board policy, state statutes and federal regulations.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Assist the principal with implementation of the accreditation program for the assigned school. • Coordinate in the selection of textbooks, material and equipment needed at the assigned school as directed by the principal. • Manage and administer the testing program for the school. • Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Peer Assistance Program and other developmental activities based on identified needs. • Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. Use effective oral and written communication. • Provide leadership and assist with the establishment of procedures to be used in the event of school crisis and/or civil disobedience. • Provide leadership in the school improvement process. • Administer and develop teacher duty rosters for the school. • Provide supervision while maintaining visibility about the campus and classroom. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. • Interpret and enforce the District's Code for Student Conduct. • Supervise all facets of the registration process. • Coordinate the production of pre-planning materials. • Supervise and evaluate instructional and support personnel as assigned by the Principal. • Comply with provisions of collective bargaining agreements. • Assist with the interviewing and selection of qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. • Develop and maintain positive school/community relations and act as a liaison between school and community. Assist with developing a school environment that is open and customer/student focused. • Assist with coordinating the school food service program as it relates to the special needs of the school. • Maintain adequate property inventory records, key control and security of school property as directed by the principal. • Participate in the development of long-range facility needs at the assigned school. *(26) Coordinate plant safety and facility inspection at the school. • Assist with the management and administration of the maintenance function for the school in a manner that ensures maximum life and use of facility. • Assist with the coordination of the transportation services at the assigned school. • Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. • Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. • Supervise the function of student accounting at the school, as it pertains to funding and attendance.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Manage and administer the attendance policy and procedures. • Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. • Coordinate data processing activities as assigned. • Provide leadership for, and supervision of, extracurricular activity programs. • Participate in the administration of the school's athletic program. • Assist in managing and supervising the student activity programs, including the selection of club sponsors. • Approve school-sponsored activities and maintain a calendar of all school events. • Assume responsibility of the school when the Principal is absent from the building. • Assist the principal in providing leadership for the implementation of state, district and school achievement standards, and tests adopted to measure student performance. • Assist in providing instructional leadership and supervision for the school. • Support the principal in the implementation of the Florida Code of Ethics and Principles of Professional Conduct. • Assist in providing instructional leadership and supervision for student achievement in the school. • Assist and support the principal in establishing and maintaining individual professional development plans for each instructional employee. • Perform other incidental tasks consistent with the goals and objectives of the position.
Dickey, Regina	Assistant Principal	<ul style="list-style-type: none"> • Provide assistance and feedback to school personnel. • Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. • Develop the master teaching schedule and assign teachers according to identified needs. • Utilize current educational best practices and research in the planning and preparation of the school instructional program. • Interpret and enforce School Board policy, state statutes and federal regulations. • Assist the principal with implementation of the accreditation program for the assigned school. • Coordinate in the selection of textbooks, material and equipment needed at the assigned school as directed by the principal. • Manage and administer the testing program for the school. • Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Peer Assistance Program and other developmental activities based on identified needs. • Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. Use effective oral and written communication. • Provide leadership and assist with the establishment of procedures to be

Name	Position Title	Job Duties and Responsibilities
		<p>used in the event of school crisis and/or civil disobedience.</p> <ul style="list-style-type: none"> • Provide leadership in the school improvement process. • Administer and develop teacher duty rosters for the school. • Provide supervision while maintaining visibility about the campus and classroom. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. • Interpret and enforce the District’s Code for Student Conduct. • Supervise all facets of the registration process. • Coordinate the production of pre-planning materials. • Supervise and evaluate instructional and support personnel as assigned by the Principal. • Comply with provisions of collective bargaining agreements. • Assist with the interviewing and selection of qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. • Develop and maintain positive school/community relations and act as a liaison between school and community. Assist with developing a school environment that is open and customer/student focused. • Assist with coordinating the school food service program as it relates to the special needs of the school. • Maintain adequate property inventory records, key control and security of school property as directed by the principal. • Participate in the development of long-range facility needs at the assigned school. *(26) Coordinate plant safety and facility inspection at the school. • Assist with the management and administration of the maintenance function for the school in a manner that ensures maximum life and use of facility. • Assist with the coordination of the transportation services at the assigned school. • Participate in the function of financial planning for the school, which may include assisting in the preparation of the school’s budget. • Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. • Supervise the function of student accounting at the school, as it pertains to funding and attendance. • Manage and administer the attendance policy and procedures. • Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. • Coordinate data processing activities as assigned. • Provide leadership for, and supervision of, extracurricular activity programs. • Participate in the administration of the school’s athletic program. • Assist in managing and supervising the student activity programs, including the selection of club sponsors. • Approve school-sponsored activities and maintain a calendar of all school events. • Assume responsibility of the school when the Principal is absent from the building. • Assist the principal in providing leadership for the implementation of state,

Name	Position Title	Job Duties and Responsibilities
		<p>district and school achievement standards, and tests adopted to measure student performance.</p> <ul style="list-style-type: none"> • Assist in providing instructional leadership and supervision for the school. • Support the principal in the implementation of the Florida Code of Ethics and Principles of Professional Conduct. • Assist in providing instructional leadership and supervision for student achievement in the school. • Assist and support the principal in establishing and maintaining individual professional development plans for each instructional employee. • Perform other incidental tasks consistent with the goals and objectives of the position. •
Myhree, Amanda	Dean	<ul style="list-style-type: none"> • Serve as the person in charge in the Principal's absence. • Assist with the supervision of assigned tasks, including lunch room, detention, ISS, student drop-off / pick-up, study hall, playground, and extracurricular activities. • Assist the Principal with matters of discipline; attend hearings, conferences and maintain necessary records. • Conduct parent conferences in the Principal's absence. • Communicate problems and concerns from staff to Principal. • Monitor the attendance program; determine excused, unexcused, and permissible absences, tardies. • Revise and update the student handbook when assigned. • Serve as coordinator for special programs; such as testing, ESOL, and other assigned programs. • Assist the Principal in building the master schedule and with inputting information on the computer. • Provide assistance to students regarding scheduling, scholarship information, and related issues. • Assist with filling out ESE audit information. • Work with the Principal in implementing programs dealing with curriculum. • Assist the Principal with routine reports, textbook control and inventory. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner.
Brooks, Charles	Dean	<ul style="list-style-type: none"> • Serve as the person in charge in the Principal's absence. • Assist with the supervision of assigned tasks, including lunch room, detention, ISS, student drop-off / pick-up, study hall, playground, and extracurricular activities. • Assist the Principal with matters of discipline; attend hearings, conferences and maintain necessary records. • Conduct parent conferences in the Principal's absence. • Communicate problems and concerns from staff to Principal. • Monitor the attendance program; determine excused, unexcused, and permissible absences, tardies. • Revise and update the student handbook when assigned.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Serve as coordinator for special programs; such as testing, ESOL, and other assigned programs. • Assist the Principal in building the master schedule and with inputting information on the computer. • Provide assistance to students regarding scheduling, scholarship information, and related issues. • Assist with filling out ESE audit information. • Work with the Principal in implementing programs dealing with curriculum. • Assist the Principal with routine reports, textbook control and inventory. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner.
Schrader, Todd	Dean	<ul style="list-style-type: none"> • Serve as the person in charge in the Principal's absence. • Assist with the supervision of assigned tasks, including lunch room, detention, ISS, student drop-off / pick-up, study hall, playground, and extracurricular activities. • Assist the Principal with matters of discipline; attend hearings, conferences and maintain necessary records. • Conduct parent conferences in the Principal's absence. • Communicate problems and concerns from staff to Principal. • Monitor the attendance program; determine excused, unexcused, and permissible absences, tardies. • Revise and update the student handbook when assigned. • Serve as coordinator for special programs; such as testing, ESOL, and other assigned programs. • Assist the Principal in building the master schedule and with inputting information on the computer. • Provide assistance to students regarding scheduling, scholarship information, and related issues. • Assist with filling out ESE audit information. • Work with the Principal in implementing programs dealing with curriculum. • Assist the Principal with routine reports, textbook control and inventory. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner.
Dola, Jennifer	Reading Coach	<ul style="list-style-type: none"> • Provide daily support to classroom teachers. • Collaborate with the principal and the school lead team to cultivate a successful learning community. • Serve on the school leadership team. • Help identify struggling readers. • Work with teachers of struggling readers. • Model effective instructional strategies for teachers. • Coach and mentor colleagues. • Train teachers in data analysis and using data to differentiate instruction. • Facilitate study groups. • Monitor and respond to school reading assessments with the principal and

Name	Position Title	Job Duties and Responsibilities
		<p>lead team.</p> <ul style="list-style-type: none"> • Work with teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) are implemented with fidelity. • Help to increase instructional density to meet the needs of all students. • Provide leadership in the process of designing, implementing, and monitoring the school intervention plan for struggling readers. • Help lead and support reading leadership teams at their school(s). • Work with all teachers (including ESE, content area, and elective areas) with prioritizing their time to those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classroom. • Coordinate and schedule grade level meetings. • Coordinate and schedule ongoing professional development of teachers in the building through activities such as coaching grade level meetings, classroom demonstrations and study groups. • Facilitate in-service/training needs of the school with the principal and district contact. • Monitor the school’s ongoing progress toward the goal of 100% literacy. • Develop agendas with the principal and teachers the content of the professional development sessions. • Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies. • Provide leadership in the selection, acquisition and management of instructional materials and resources. • Be knowledgeable about the FRI (history, local development, purposed plans, etc.) • Report their coach logs bi-weekly through the Progress Monitoring and Reporting Network (PMRN). • Not be an administrator, but rather collaborate with the principal for administrative decisions related to reading. • Plan set times to meet with the principal to aid effective school wide implementation. • Ability to work in a constant state of alertness and safe man
Philpot, Amber	Reading Coach	<ul style="list-style-type: none"> • Provide daily support to classroom teachers. • Collaborate with the principal and the school lead team to cultivate a successful learning community. • Serve on the school leadership team. • Help identify struggling readers. • Work with teachers of struggling readers. • Model effective instructional strategies for teachers. • Coach and mentor colleagues. • Train teachers in data analysis and using data to differentiate instruction. • Facilitate study groups. • Monitor and respond to school reading assessments with the principal and lead team. • Work with teachers to ensure that research-based reading programs

Name	Position Title	Job Duties and Responsibilities
		<p>(comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) are implemented with fidelity.</p> <ul style="list-style-type: none"> • Help to increase instructional density to meet the needs of all students. • Provide leadership in the process of designing, implementing, and monitoring the school intervention plan for struggling readers. • Help lead and support reading leadership teams at their school(s). • Coach and support teachers daily as they translate the FRI components into classroom practice. • Work with all teachers (including ESE, content area, and elective areas) with prioritizing their time to those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classroom. • Coordinate and schedule grade level meetings. • Coordinate and schedule ongoing professional development of teachers in the building through activities such as coaching grade level meetings, classroom demonstrations and study groups. • Facilitate in-service/training needs of the school with the principal and district contact. • Monitor the school’s ongoing progress toward the goal of 100% literacy. • Develop agendas with the principal and teachers the content of the professional development sessions. • Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies. • Provide leadership in the selection, acquisition and management of instructional materials and resources. • Be knowledgeable about the FRI (history, local development, purposed plans, etc.) • Report their coach logs bi-weekly through the Progress Monitoring and Reporting Network (PMRN). • Not be an administrator, but rather collaborate with the principal for administrative decisions related to reading. • Plan set times to meet with the principal to aid effective school wide implementation. • Ability to work in a constant state of alertness and safe man
<p>Tillman, Erinn</p>	<p>School Counselor</p>	<ul style="list-style-type: none"> • Coordinate school-wide guidance program which includes classroom guidance, small group counseling, individual counseling and crisis counseling. • Provide a safe, nurturing environment that stimulates academic, moral, and social growth. • Coordinate the efforts of the school, special services and programs, and community resources in providing for the intellectual, psychological, physical and emotional needs of the students, particularly those with learning and / or behavior problems. • Communicate clearly and effectively in both written and oral form with students, parents, and others. • Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Assist students in developing positive and realistic self-concepts and in adjusting effectively to the school environment. • Maintain accurate, complete, and correct records as required by law, District policy, and administrative regulations. • Assist in enforcement of school rules, administrative regulation and Board policy. • Implement a variety of counseling techniques to meet varying needs and learning styles of students. • Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. • Assist students in developing effective communication skills, social skills, and interpersonal relationship skills. • Coordinate referrals to community agencies such as the Mental Health Clinic or Human Services. • Assist parents, guardians and / or teachers in gaining knowledge, understanding and skills needed to respond to the needs of students. • Provide leadership on the Child Study Team and assistance with the placement and plans for exceptional education students. • Provide counseling to students on academic and career matters. • Assist with registration, orientation, and scheduling of students. • Track student’s credits and course of study and provide guidance toward achievement of academic and career goals. • Provide guidance for students to obtain financial assistance for college. • Write letters of reference for students. • Arrange for alternative educational processes when needed. • Assist with the development of the Master Schedule. • Screen and refer students for psychological testing as needed. • Conduct workshops as needed; plan, organize and disseminate information. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner
Warren, Karen	Graduation Coach	<ul style="list-style-type: none"> • Create, organize, promote, and implement a mentoring/advisory program for all students to ensure on-time graduation. • Utilize the Early Warning System to identify and track progress of students deemed at-risk of not graduating on time. • Work with the Guidance Department and Problem-Solving Teams to create safety nets, plans, and course schedules for at-risk students. • Develop and implement individual, small-group, and whole school intervention and prevention strategies to students to increase the likelihood that all students will graduate. • Create a network of support for at-risk students through school, district, and community organizations. • Develop outreach programs to parents of at-risk students. • Coordinate special programs: Summer Bridge/Transition Program, Family Night. • Assist the school in meeting Race to the Top goals in discipline, student attendance rates, student truancy rates, student suspension rates, student

Name	Position Title	Job Duties and Responsibilities
		<p>retention rates, and student graduation rates.</p> <ul style="list-style-type: none"> • Build capacity with faculty members on identifying at-risk students, implementing success strategies, and tracking student progress. • Report at least quarterly on the mentoring/advisory program's progress. • Assist the school and district leadership with evaluation of the mentoring program. • Collaborate with feeder schools to utilize the Early Warning System to identify students at-risk of not graduating on time. • Serve on the school's Lead Team. • Ability to work in a constant state of alertness and safe manner.
<p>Ridenour, Karen</p>	<p>School Counselor</p>	<ul style="list-style-type: none"> • Coordinate school-wide guidance program which includes classroom guidance, small group counseling, individual counseling and crisis counseling. • Provide a safe, nurturing environment that stimulates academic, moral, and social growth. • Coordinate the efforts of the school, special services and programs, and community resources in providing for the intellectual, psychological, physical and emotional needs of the students, particularly those with learning and / or behavior problems. • Communicate clearly and effectively in both written and oral form with students, parents, and others. • Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. • Assist students in developing positive and realistic self-concepts and in adjusting effectively to the school environment. • Maintain accurate, complete, and correct records as required by law, District policy, and administrative regulations. • Assist in enforcement of school rules, administrative regulation and Board policy. • Implement a variety of counseling techniques to meet varying needs and learning styles of students. • Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. • Assist students in developing effective communication skills, social skills, and interpersonal relationship skills. • Coordinate referrals to community agencies such as the Mental Health Clinic or Human Services. • Assist parents, guardians and / or teachers in gaining knowledge, understanding and skills needed to respond to the needs of students. • Provide leadership on the Child Study Team and assistance with the placement and plans for exceptional education students. • Provide counseling to students on academic and career matters. • Assist with registration, orientation, and scheduling of students. • Track student's credits and course of study and provide guidance toward achievement of academic and career goals. • Provide guidance for students to obtain financial assistance for college. • Write letters of reference for students.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Arrange for alternative educational processes when needed. • Assist with the development of the Master Schedule. • Screen and refer students for psychological testing as needed. • Conduct workshops as needed; plan, organize and disseminate information. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner
<p>Horner, Elizabeth</p>	<p>Teacher, ESE</p>	<ul style="list-style-type: none"> • Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum and of the student's IEP. • Provide a safe, nurturing environment that stimulates academic, moral, and social growth. • Meet with and instruct assigned classes in the locations and at the times designated. • Communicate clearly and effectively in both written and oral form with students, parents, and others. • Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. • Evaluate student progress on a regular basis to include academic and social growth of students. • Maintain accurate, complete, and correct records as required by law, District policy, and administrative regulations. • Assist in enforcement of school rules, administrative regulations, and Board policy. • Implement a variety of instructional techniques to meet varying learning styles of students. • Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. • Provide leadership in Child Study Teams, staffing meetings, and development of IEP (Individual Education Plans). • Meet deadlines for development of IEPs and other required activities for teaching exceptional students. • Communicate with other faculty members in regard to exceptional student needs and strategies for meeting their needs. • Provide counseling to students on academic and career matters. • Oversee ESE aides if such aides are provided. • Assist with coordination of special services such as those provided by therapists; i.e., occupational therapy, physical therapy, and speech and hearing therapy. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner
<p>Davis , Catherine</p>	<p>Teacher, K-12</p>	<p>6th Grade Teacher b PBIS Site Coordinator</p> <ul style="list-style-type: none"> • Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Provide a safe, nurturing environment that stimulates academic, moral, and social growth. • Meet with and instruct assigned classes in the locations and at the times designated. • Communicate clearly and effectively in both written and oral form with students, parents, and others. • Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. • Evaluate student progress on a regular basis to include academic, physical, and social growth of students. • Maintain accurate, complete, and correct records and inventories as required by law, District policy, and administrative regulations. • Assist in enforcement of school rules, administrative regulations, and Board policy. • Implement a variety of instructional techniques to meet varying learning styles of students. • Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. • Assist with extracurricular activities as needed and appropriate. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner.
Taylor, Tanya	Teacher, K-12	<p>MS Business Teacher and AVID District Coordinator CTE, PE, Electives Team Leader</p> <ul style="list-style-type: none"> • Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum. • Provide a safe, supportive environment that stimulates academic, moral, and social growth. • Meet with and instruct assigned classes in the locations and at the times designated. • Communicate clearly and effectively in both written and oral form with students, parents, and others. • Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. • Evaluate student progress on a regular basis to include academic and social growth of students. • Maintain accurate, complete, and correct records as required by law, District policy, and administrative regulations. • Assist in enforcement of school rules, administrative regulations, and Board policy. • Implement a variety of instructional techniques to meet varying learning styles of students. • Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. • Promote and assist in student participation in official student organizations that are recognized as a vital part of the vocational program.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Provide students with the latest research on careers in the vocational area being taught. • Identify business partners and coordinate activities with business partners designed to meet curricular objectives. • Travel as needed to meet curricular objectives. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner
Battle, Cynthia	Teacher, ESE	<p>ESE Team Leader</p> <p>Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum and of the student's IEP.</p> <ul style="list-style-type: none"> • Provide a safe, nurturing environment that stimulates academic, moral, and social growth. • Meet with and instruct assigned classes in the locations and at the times designated. • Communicate clearly and effectively in both written and oral form with students, parents, and others. • Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. • Evaluate student progress on a regular basis to include academic and social growth of students. • Maintain accurate, complete, and correct records as required by law, District policy, and administrative regulations. • Assist in enforcement of school rules, administrative regulations, and Board policy. • Implement a variety of instructional techniques to meet varying learning styles of students. • Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. • Provide leadership in Child Study Teams, staffing meetings, and development of IEP (Individual Education Plans). • Meet deadlines for development of IEPs and other required activities for teaching exceptional students. • Communicate with other faculty members in regard to exceptional student needs and strategies for meeting their needs. • Provide counseling to students on academic and career matters. • Oversee ESE aides if such aides are provided. • Assist with coordination of special services such as those provided by therapists; i.e., occupational therapy, physical therapy, and speech and hearing therapy. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner
Nadal, Emily	Teacher, K-12	7th Grade Team Lead

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum. • Provide a safe, nurturing environment that stimulates academic, moral, and social growth. • Meet with and instruct assigned classes in the locations and at the times designated. • Communicate clearly and effectively in both written and oral form with students, parents, and others. • Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. • Evaluate student progress on a regular basis to include academic, physical, and social growth of students. • Maintain accurate, complete, and correct records and inventories as required by law, District policy, and administrative regulations. • Assist in enforcement of school rules, administrative regulations, and Board policy. • Implement a variety of instructional techniques to meet varying learning styles of students. • Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. • Assist with extracurricular activities as needed and appropriate. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner.

HS Math Team Lead

<p>Reddick, Erica</p>	<p>Teacher, K-12</p>	<ul style="list-style-type: none"> • Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum. • Provide a safe, nurturing environment that stimulates academic, moral, and social growth. • Meet with and instruct assigned classes in the locations and at the times designated. • Communicate clearly and effectively in both written and oral form with students, parents, and others. • Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. • Evaluate student progress on a regular basis to include academic, physical, and social growth of students. • Maintain accurate, complete, and correct records and inventories as required by law, District policy, and administrative regulations. • Assist in enforcement of school rules, administrative regulations, and Board policy. • Implement a variety of instructional techniques to meet varying learning styles of students. • Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. • Assist with extracurricular activities as needed and appropriate.
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Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Provide counseling to students on academic and career matters. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner.
Thomas, Tanner	Teacher, K-12	<p>HS English Team Lead</p> <ul style="list-style-type: none"> • Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum. • Provide a safe, nurturing environment that stimulates academic, moral, and social growth. • Meet with and instruct assigned classes in the locations and at the times designated. • Communicate clearly and effectively in both written and oral form with students, parents, and others. • Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. • Evaluate student progress on a regular basis to include academic, physical, and social growth of students. • Maintain accurate, complete, and correct records and inventories as required by law, District policy, and administrative regulations. • Assist in enforcement of school rules, administrative regulations, and Board policy. • Implement a variety of instructional techniques to meet varying learning styles of students. • Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. • Assist with extracurricular activities as needed and appropriate. • Provide counseling to students on academic and career matters. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner.
Whitehurst, Stephanie	Teacher, K-12	<p>6th Grade Team Lead AVID Site Leader</p> <ul style="list-style-type: none"> • Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum. • Provide a safe, nurturing environment that stimulates academic, moral, and social growth. • Meet with and instruct assigned classes in the locations and at the times designated. • Communicate clearly and effectively in both written and oral form with students, parents, and others. • Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. • Evaluate student progress on a regular basis to include academic, physical, and social growth of students.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Maintain accurate, complete, and correct records and inventories as required by law, District policy, and administrative regulations. • Assist in enforcement of school rules, administrative regulations, and Board policy. • Implement a variety of instructional techniques to meet varying learning styles of students. • Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. • Assist with extracurricular activities as needed and appropriate. • Perform other incidental tasks consistent with the goals and objectives of this position. • Ability to work in a constant state of alertness and safe manner.

Demographic Information

Principal start date

Saturday 7/7/2018, Emily Hancock

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.*

32

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.*

5

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

1,066

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	151	151	189	171	151	145	108	1066
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	2	1	4	0	2	2	1	12
Course failure in ELA	0	0	0	0	0	0	66	31	74	14	30	14	13	242
Course failure in Math	0	0	0	0	0	0	13	41	62	21	7	14	7	165
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	16	30	34	29	44	31	15	199
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	15	30	25	28	26	23	0	147
Number of students with a substantial reading deficiency	0	0	0	0	0	0	22	27	45	27	39	31	11	202

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	28	32	59	17	19	10	7	172

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	15	18	11	0	0	9	3	56
Students retained two or more times	0	0	0	0	0	0	10	12	13	5	9	12	4	65

Date this data was collected or last updated

Friday 9/3/2021

2020-21 - 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	139	203	168	156	151	130	135	1082
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	8	10	5	1	4	4	1	33
Course failure in ELA	0	0	0	0	0	0	57	55	65	57	58	32	29	353
Course failure in Math	0	0	0	0	0	0	39	14	80	72	29	24	22	280
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	36	36	30	47	33	24	19	225
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	24	33	37	36	33	21	0	184

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	30	21	42	44	28	17	11	193

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	10	6	14	0	0	6	1	37
Students retained two or more times	0	0	0	0	0	0	9	6	13	9	11	3	1	52

2020-21 - 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	139	203	168	156	151	130	135	1082
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	8	10	5	1	4	4	1	33
Course failure in ELA	0	0	0	0	0	0	57	55	65	57	58	32	29	353
Course failure in Math	0	0	0	0	0	0	39	14	80	72	29	24	22	280
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	36	36	30	47	33	24	19	225
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	24	33	37	36	33	21	0	184

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	30	21	42	44	28	17	11	193

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	10	6	14	0	0	6	1	37
Students retained two or more times	0	0	0	0	0	0	9	6	13	9	11	3	1	52

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%		56%	39%		56%
ELA Learning Gains				49%		51%	48%		53%
ELA Lowest 25th Percentile				48%		42%	42%		44%
Math Achievement				51%		51%	43%		51%
Math Learning Gains				48%		48%	45%		48%
Math Lowest 25th Percentile				41%		45%	40%		45%
Science Achievement				52%		68%	55%		67%
Social Studies Achievement				69%		73%	66%		71%

Grade Level Data Review - State Assessments
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	2021					
	2019	42%	41%	1%	54%	-12%
Cohort Comparison						
07	2021					
	2019	29%	37%	-8%	52%	-23%
Cohort Comparison		-42%				
08	2021					
	2019	25%	36%	-11%	56%	-31%
Cohort Comparison		-29%				
09	2021					
	2019	53%	50%	3%	55%	-2%
Cohort Comparison		-25%				
10	2021					
	2019	50%	50%	0%	53%	-3%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	48%	45%	3%	55%	-7%
Cohort Comparison						
07	2021					
	2019	47%	55%	-8%	54%	-7%
Cohort Comparison		-48%				
08	2021					
	2019	31%	29%	2%	46%	-15%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	43%	-5%	48%	-10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	66%	-4%	67%	-5%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	72%	-7%	71%	-6%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	68%	1%	70%	-1%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	57%	7%	61%	3%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	53%	-1%	57%	-5%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- ELA - iReady
- Math - iReady
- Science, Civics, and US History - LIA

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	24	28
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	23	34
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Grade 7			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	19	21
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	7	10
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	17	34	18
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	13	22
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	1	4
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	28	42	54
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	60	53
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	54	57
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	54	54
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	11	21	11	19	27	26	16	47		85	27
ELL	31	55	57	47	38	39	7	38		61	27
BLK	17	21	10	19	24	24	21	38	20	87	45
HSP	38	51	50	45	43	30	49	62	47	76	45
MUL	54	52		41	65						

2021 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 2019-20	C & C Accel 2019-20
WHT	41	42	39	52	40	38	52	71	63	96	56
FRL	29	35	29	36	37	29	40	56	43	90	41
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
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	47
Total Points Earned for the Federal Index	581
Total Components for the Federal Index	12
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29

Students With Disabilities	
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	41
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
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	53
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	54
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Proficiency in Math has been at or above 45% over the last two FSA assessment years (2019 and 2021).

Learning Gains in ELA has been at or above 41% over the last two FSA assessment years (2019 and 2021).

Students continue to struggle with proficiency in ELA which as been lower than 45% over the last two FSA assessment years (2019 and 2021).

2021 8th grade cohort group continues to struggle with proficiency in both ELA (28%) and Math (23%).

Subgroups of SWD and Multiracial continues to be less than 41% proficiency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Greatest Need for Improvement:

ELA - Proficiency (37%) and Learning Gains for Bottom Quartile (34%)

Math - Overall Learning Gains (39%) and Learning Gains for Bottom Quartile (33%)

Subgroup Proficiency - SWD (37%) and Multiracial (36%)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing Factors:

Lack of student attendance due to COVID.

Lack of home internet access

Lack of MTSS monitoring.

Lack of classroom instructional best practices for inquiry and student engagement

New Actions:

Monitor student attendance

Monitor synchronous and asynchronous assignments posted on Canvas/Google Classroom

Create and monitor a MTSS to include a plan for all Level 1 and 2 students (bottom quartile)

Schedule and implement Working on Work (WOW) Nights for professional development on instructional best practices in the areas of inquiry and student engagement.

Administration monitor and give feedback through CWT and Formal Observations.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

All 11 components used to calculate our school grade declined or maintained from 2019 to 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

No improvement was shown.

What strategies will need to be implemented in order to accelerate learning?

Schedule Problem Solving Team meetings for progress monitoring and data chats 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%)

Schedule Working on Work (WOW) nights for professional learning of instructional best practices.

Utilize SIP Days for professional learning of B.E.S.T Standards and new curriculum resources.

Schedule planning days with Reading teachers and coaches.

Schedule student led Devil Den Chats allowing student to collect, review, and discuss their individual data and progress in classes.

Provide teachers and students Devil Den Chat forms.

CWTs and Formal Observation to monitor teacher follow through on strategies presented/learned during WOW nights.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

WOW nights (Working On the Work) - Focus:

Focused Note Taking - Phases 1-5

Inquiry - Three Things You Can Do Right Now

Costa's Levels of Thinking and Questioning

Philosophical Chairs

Socratic Seminars

Using Collaborative Studies in the Content Classroom

IXL professional development for ELA, Math, and Critical Thinking teachers.(Both District and School-Based PD Opportunities)

Accelerated Reader professional development to support our reading initiative.

Problem Solving Team and MTSS - Learning to Disaggregate Data

Support Facilitator/General Education Teacher PD designed to address SWD subgroup.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Addition of a .5 middle school girls dean and a .5 high school guidance counselor to support student and family behavior and SEL needs.

Implementation of Time Out area and Saturday School to maintain instructional momentum and reduce the number of ISS and OSS assigned actions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Williston Middle High School would like to increase our ELA proficiency. 2021 FSA ELA data indicated 37% proficiency to 45% and ELA Learning Gains of the Bottom Quartile at 34%.

Measurable Outcome: Williston Middle High School would like to increase our ELA proficiency from 37% to 45% and increase ELA Learning Gains of the Bottom Quartile from 34% to 45% as measured by FSA ELA.

Monitoring: Quarterly data chats/PSTs with ELA teachers to review progress monitoring data to include: ELA assessments, Achieve 3000 data points, Read 180 data points, IXL lesson work/Diagnostics, Retake results.

Leadership team student data chats with all Level 1 and 2 students.

Person responsible for monitoring outcome: Joshua Slemp (joshua.slemp@levyk12.org)

Evidence-based Strategy: WOW Nights (Working On the Work) - Focus:
 Focused Note Taking - Phases 1-5
 Inquiry - Three Things You Can Do Right Now
 Costa's Levels of Thinking and Questioning
 Philosophical Chairs
 Socratic Seminars
 Using Collaborative Studies in the Content Classroom

Implementation of IXL in all ELA and Critical Thinking classes.

Devil Den Chats- Students monitor attendance, behavior, and especially academics. Students complete the form quarterly, discuss and set goals with teachers, and have parents sign their form.

The six WOW Nights are designed to offer professional developing using in using researched based instructional practices proven to improve student engagement and inquiry in all content areas.

Rationale for Evidence-based Strategy: IXL is a research based computer program designed to close achievement gaps due to skill deficiency (Tier II instruction) as well as support on level skills acquisition (Tier I instruction).

Devil Den Charts are designed to allow students an opportunity to gather and discuss individual data (assessment data, academics, attendance, and discipline data).

Action Steps to Implement

- Schedule Problem Solving Team meetings for progress monitoring and data chats with teachers.
- Develop 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%)
- Schedule WOW (Working on Work) nights for professional learning of instructional best practices focused on student engagement and inquiry.
- Utilize SIP Days for professional learning of B.E.S.T Standards and new curriculum resources.
- Utilize SIP Days and school-based professional learning time to train teachers on IXL.
- Create, communicate, implement and monitor an IXL plan.
- Schedule planning days with Reading teachers and coaches.

- Schedule Devil Den Chats allowing students to take ownership of their academic achievement, attendance and discipline data.
- Classroom walk-throughs and formal observations to monitor teacher follow through on strategies presented/learned during WOW nights and IXL expectations.

Person Responsible Joshua Slemm (joshua.slemm@levy12.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Overall WMHS is ranked #53 out of 505 high schools statewide. We have a reported .9 incidents per 100 students. When compared to all high schools statewide, this falls into the very low category.

**Violent Incidents reported - Low
State Rank #129/505
Per 100 Students: .46**

**Property Incidents - Very Low
State Rank: #1/505
Per 100 Students: 0.0**

**Drug/Public Order Incidents - Very Low
Statewide Rank: #51/505
Per 100 Students: .46**

**Total Reported Suspensions 2019-2020 - Very High*
Statewide Rank: #472/505
Suspensions per 100 Students: 30
Total Reported Suspension 325**

***WMHS Total Reported Suspensions has decreased from 2018 to 2019
2018
ISS - 206
OSS - 150**

**2019
ISS - 202
OSS - 129**

Reducing the number of reported suspensions is our focus for the 201-2022 school year. With the addition of a .5 middle school girl's dean, the implementation of our time-out room for first time offenses and Saturday School, we hope to continue the trend of decreasing our ISS and OSS actions.

Our .5 Girl's Dean will focus on supporting girls mentoring groups, encourage participating in extracurricular activities/sports, and create positive relationships that encourage strong academic habits as well as personal behavior goals through behavior interventions such as a check-in/ check-out.

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.

WMHS offers events, meetings and conferences to involve our parents, guardians and stakeholders. In August, we held our Annual Title 1 Meeting and gave our students and parents/guardians an opportunity to tour the campus. We will have six SAC meetings throughout the school year. We offer many after school extracurricular and sporting events as well as setting the tone for an Open Door Policy for all stakeholders to be informed. WMHS continues to strive to create a positive campus climate for all of our stakeholders and allow them to be an integral part our students' ongoing success. In our current climate of social distancing we have enhanced and utilized our social media avenues such as Facebook, Remind, Skyward Messaging, Google Meets, Canvas, and Google Classroom to encourage more participation and both synchronous and asynchronous learning. In an effort to support a culture of high academic and student achievement expectations we have implemented AVID best practices school wide. Our 2021-2022 AVID school goal is: 100% of classrooms will increase rigor through inquiry and higher order thinking utilizing the focused note taking process as evident through Cornell notes or interactive notebooks.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration (Mr. Slemp, Mr. Hawkins, Ms. Dickey)

Positive leadership modeling best practices at faculty meetings.

Positive and constructive feedback during classroom walk-throughs and observations.

Building relationships and rapport with students, staff, families, and community members.

Maintain a Safe Learning Environment

Monitoring Student Data (Academics, Discipline, SEL, and Attendance)

Admin Team (Mrs. Myhree, Mr. Schrader, Mr. Brooks)

Building relationships and rapport with students, staff, families, and community members.

Monitoring student behavior and discipline.

Using best practices to create a culture of high expectations.

Supporting the implementation of PBIS

Maintain a Safe Learning Environment

Monitoring Student Data (Discipline and SEL)

Guidance Team (Mrs. Myhree, Ms. Tillman, Ms. Ridenour, Ms. Warren)

Building relationships and rapport with students, staff, families, and community members.

Monitoring student academic and SEL needs.

Using best practices to create a culture of high expectations.

Maintain a Safe Learning Environment

Monitoring Student Data (SEL, Attendance and Promotion/Graduation Requirements)

Reading Coaches (Mrs. Philpot and Mrs. Dola)

Building relationships and rapport with students, staff, families, and community members.

Monitoring student academics.

Coaching and modeling best practices with teachers.

Providing parents, students, teachers, and paraprofessionals resources needed to support an increase in academic achievement.

Using best practices to create a culture of high expectations.

Monitoring Student Data (Academic Proficiency, Academic Learning Gains, Promotion/Graduation Requirements)

AVID Teachers/Site and District Coordinators (Mrs. Taylor, Ms. Nadel, Mrs. Whitehurst, Mr. Thomas and Ms. Larson)

Building relationships and rapport with students, staff, families, and community members.

Providing and supporting professional learning opportunities

Coaching and modeling best practices with teachers.

Providing parents, students, teachers, and paraprofessionals resources needed to support the use of best practices in the classroom.

Using best practices to create a culture of high expectations.

Monitoring Student Data (Academic Proficiency, Academic Learning Gains, Promotion/Graduation Requirements)

Athletic Coaches, Band Director, Extracurricular Activity Sponsors

Building relationships and rapport with students, staff, families, and community members.

Creating high expectations on and off the field/court.

Providing student and parent accountability for academics, behavior, and attendance.

Maintain a Safe Learning Environment

Teachers (General Education, ESE, CTE and PE)

Building relationships and rapport with students, staff, families, and community members.

Monitoring student academics, behavior, and SEL needs.

Empower Students to own their own learning.

Planning and delivering high quality synchronous and asynchronous lessons in the classroom and through Canvas/Google Classroom.

Using best practices to create a culture of high academic expectations.

Using PBIS to create a culture of high behavior expectations.

Maintain a Safe Learning Environment

Monitoring Student Data (Academic Proficiency, Academic Learning Gains, Promotion/Graduation Requirements, Discipline, and SEL)

Paraprofessionals (Title I and ESE)

Building relationships and rapport with students, staff, families, and community members.

Providing students, staff and parents support in both academics and discipline.

Maintain a Safe Learning Environment

Parents

Supporting students at home by providing academic, behavior and SEL guidance.

Monitoring student academics, behavior, and SEL needs through home to school communication and Skyward.

Sign Devil Den Chat forms.

Follow through with expectations outlined on the Home/School Compact

Students

Own their own learning by monitoring grades (assignments) and discipline using Skyward.

Participate in Devil Den Chats

Engage in the learning process.

Exhibit self-control

Work Together

Make Wise Choices

Maintain a Safe Learning Environment

Community Members

Offer support through volunteering and mentoring programs.

Offer support through financial donations.

Invite and encourage participation in SAC

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$138,940.48
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
		0091 - Williston Middle High School	Title, I Part A		\$51,813.50	
<i>Notes: Reading Coaches: Amber Philpot and Jennifer Doal</i>						
		0091 - Williston Middle High School			\$28,080.42	
<i>Notes: Para Position</i>						
		0091 - Williston Middle High School			\$5,000.00	
<i>Notes: Flocabulary</i>						
		0091 - Williston Middle High School			\$13,176.36	
<i>Notes: Stipends for WOW Nights</i>						
		0091 - Williston Middle High School			\$7,843.00	
<i>Notes: AR</i>						
		0091 - Williston Middle High School			\$11,130.00	
<i>Notes: IXL Intervention Licenses</i>						
		0091 - Williston Middle High School			\$7,100.20	
<i>Notes: Achieve 3000</i>						
		0091 - Williston Middle High School			\$577.00	

Levy - 0091 - Williston Middle High School - 2021-22 SIP

			<i>Notes: Snap and Read</i>			
			0091 - Williston Middle High School			\$14,220.00
			<i>Notes: Read 180</i>			
					Total:	\$259,554.27