

Lake County Schools

Windy Hill Middle School



2021-22 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (60%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 is pending approval by the Lake County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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3575 HANCOCK RD, Clermont, FL 34711

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

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

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<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 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	Position 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	Grade Level Administrator: Duties include: discipline, x-block progress and reading with conferring, MTSS, E2020/ tutoring progress/monitoring, Pup Pack-new teacher induction/ support, PBS, facilities use and work orders supervisor, PRIDE & FAME celebrations coordinator, CTE contact, Equity Contact, health and wellness coordinator, curriculum support for enrichment's, school and event supervision, parent conference nights, iPD support (teacher collaboration), volunteer contact, social media-Facebook, among other responsibilities.
Walker-Lawrence, Kim	Assistant Principal	Administrator: Duties include: bus discipline, grade level support, x-block progress and reading with conferring, lower quartile progress monitoring, MTSS, curriculum support for ELA, AVID Administrator, ensuring remediation and literacy fidelity through Literacy League, Flex Time Administrator, Meet the Teacher, food service, school improvement plan, school technology, iPD support (teacher collaboration) and professional development, data chats, learning walks, evaluations, staff support and feedback, among other responsibilities.
Wolf, Rhonda	Assistant Principal	Grade Level Administrator: Duties include: master scheduling, discipline, x-block progress and reading with conferring, MTSS, E2020/ tutoring progress/ monitoring, Pup Pack- new teacher induction/ support, PBS, facilities use and work orders supervisor, PRIDE & FAME celebrations coordinator, CTE contact, Equity Contact, health and wellness coordinator, curriculum support for enrichment's, school and event supervision, parent conference nights, iPD support (teacher collaboration), volunteer contact, social media-Facebook, among other responsibilities.
Scott, Reshonda	Assistant Principal	Grade Level Administrator: Duties include: discipline, x-block monitoring and reading with conferring support and monitoring, MTSS support, curriculum support for Science, ALEKS and IXL monitoring, interventions class administrator, iPD support (teacher collaboration), front office/ guidance support, testing coordinator, LSA contact, SAI budget/planning, parent conference nights, parent conference nights, school calendar, social media-Twitter, Sunshine committee, data chats, learning walks, evaluations, staff support and feedback, 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.*

10

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.*

21

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,230

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

2

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

13

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	330	399	501	0	0	0	0	1230	
Attendance below 90 percent	0	0	0	0	0	0	56	51	86	0	0	0	0	193	
One or more suspensions	0	0	0	0	0	0	30	19	21	0	0	0	0	70	
Course failure in ELA	0	0	0	0	0	0	1	3	0	0	0	0	0	4	
Course failure in Math	0	0	0	0	0	0	5	1	0	0	0	0	0	6	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	29	33	41	0	0	0	0	103	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	34	54	57	0	0	0	0	145	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	78	86	99	0	0	0	0	263	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	107	201	177	0	0	0	0	485	

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	1	0	0	0	0	4	

Date this data was collected or last updated

Wednesday 8/4/2021

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	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	

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	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	

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				58%	50%	54%	60%	49%	53%
ELA Learning Gains				59%	52%	54%	60%	50%	54%
ELA Lowest 25th Percentile				47%	44%	47%	54%	45%	47%
Math Achievement				62%	56%	58%	61%	55%	58%
Math Learning Gains				64%	55%	57%	61%	56%	57%
Math Lowest 25th Percentile				47%	46%	51%	48%	47%	51%
Science Achievement				59%	49%	51%	56%	51%	52%
Social Studies Achievement				77%	70%	72%	76%	72%	72%

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	52%	52%	0%	54%	-2%
Cohort Comparison						
07	2021					
	2019	53%	49%	4%	52%	1%
Cohort Comparison		-52%				
08	2021					
	2019	62%	54%	8%	56%	6%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	49%	53%	-4%	55%	-6%
Cohort Comparison						
07	2021					
	2019	62%	58%	4%	54%	8%
Cohort Comparison		-49%				
08	2021					
	2019	42%	39%	3%	46%	-4%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	57%	49%	8%	48%	9%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	71%	4%	71%	4%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	52%	47%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	49%	-49%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Lake Standards Assessment (LSA): projected FSA performance represented in fall and winter data scoring level 3 and above

FSA: represented by spring percentage data scoring level 3 and above

Other progress monitoring tools that are used but not represented in chart are APM and ALEKS

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53%	48%	56%
	Economically Disadvantaged			
	Students With Disabilities	44%	30%	15%
Mathematics	English Language Learners	49%	35%	28%
	Number/% Proficiency	Fall	Winter	Spring
	All Students	59%	51%%	45%
	Economically Disadvantaged			
Mathematics	Students With Disabilities	48%	26%	11%
	English Language Learners	58%	46%	26%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55%	54%	50%
	Economically Disadvantaged			
	Students With Disabilities	39%	22%	23%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54%	59%	56%
	Economically Disadvantaged			
	Students With Disabilities	44%	40%	22%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57%	71%	70%
	Economically Disadvantaged			
	Students With Disabilities	44%	71%	44%
	Number/% Proficiency	Fall	Winter	Spring
	English Language Learners	47%	72%	48%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55%	57%	54%
	Economically Disadvantaged			
	Students With Disabilities	46%	62%	16%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	31%	32%
	Economically Disadvantaged			
	Students With Disabilities	31%	42%	16%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	60%	55%	48%
	Economically Disadvantaged			
	Students With Disabilities	51%	50%	16%
	Number/% Proficiency	Fall	Winter	Spring
	All Students	51%	46%	26%
	English Language Learners			

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	28	40	31	24	42	40	24	44	43		
ELL	37	52	50	37	50	56	37	50	62		
ASN	66	65		61	53		67	73	85		
BLK	45	50	38	41	49	41	35	56	75		
HSP	49	55	50	46	50	50	40	63	68		
MUL	45	61	75	52	56	38	81	69	79		
WHT	63	57	42	63	57	43	56	80	78		
FRL	44	51	41	40	46	41	37	60	62		
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		

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
AMI	53	69		53	69						
ASN	76	65		82	84		59	86	87		
BLK	55	54	46	53	60	44	46	79	71		
HSP	49	57	47	50	58	48	53	66	68		
MUL	60	64		64	67	50	52	76	75		
WHT	65	62	49	73	68	49	72	87	79		
FRL	45	55	45	48	58	46	45	65	63		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	46	49	32	45	32	20	51	38		
ELL	28	56	46	25	52	52	20	41			
AMI	35	71		53	65						
ASN	86	70		93	81		92	80	75		
BLK	57	59	50	49	48	36	48	63	50		
HSP	53	57	50	54	60	54	47	72	64		
MUL	59	56	70	54	60	44	35	74			
WHT	66	63	63	71	65	43	65	83	66		
FRL	49	57	54	51	55	47	45	68	53		

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	53
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	26
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	46
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	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
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	62
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	60
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	44
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?

There was a decline in the percentage of students scoring a level three or higher across content areas. The content areas with a decline of 5% or higher are as follows: eighth grade ELA -8%, seventh grade math -6%, eighth grade math -10%, seventh grade math -6%, civics -7%, and eighth grade science -10%.

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

Our progress monitoring systems and 2019 state assessments in eighth grade math and science showed the greatest decline in the percentage points of students scoring three or higher in each area. As we progressed monitored throughout the year the data did not indicate a 10% decrease in these content areas.

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

Due to COVID 19, some parents opted to have students learn from home the entire school year, while students returned from Lake Live throughout the school year. The upcoming school year, students will have the opportunity to receive small group and one to one instruction with our ELA and math intervention teachers. During flex time, teachers will have the opportunity to work reteach standards that students have not mastered.

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

The data used for progress monitoring and 2019 state assessments shows that in sixth grade, language art increased the level of students scoring three or above by 4%.

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

The sixth grade language arts department collaborated frequently. The team utilized planning and common assessments to increase authentic literacy. Our teacher collaborated via Zoom and shared best practices to help students' master standards. Teachers retaught standard and provided several opportunities for students to show mastery and improve grades.

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

Teachers will provide several opportunities for student collaboration and inquiry during flex time and daily class routines. Teachers and students will be taught how to facilitate AVID tutorials. AVID

tutorials will facilitate academic growth by focusing on the resources students have, inquiry and ongoing collaboration.

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.

WHMS is a National AVID Demonstration School. The AVID team will provide professional development on how to implement AVID tutorials school wide. The teachers will train students, which will provide several opportunities for small groups, which lead to students mastery of standards.

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

The math and language arts intervention teachers will collaborate with core teachers and determine which standards are to be retaught for mastery. The intervention teachers will also provide small group and one to one assistance on a daily basis.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Through a common vision of instruction, increase student proficiency through reading, writing, thinking, and student discourse in every classroom, resulting in high-quality standards-based instruction.

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 and use modeling to keep students engaged.

Throughout the last few school years, WHM focused on and will continue to focus on increasing cross-curricular literacy opportunities throughout the day and reading with conferring, with higher levels of real-world connections and modeling through instruction.

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 an increase in various state ELA data areas with contribution from the reinforcement of the practices previous listed; however, due to various learning matters/ barriers from the 2020-21 school year, all subject areas show areas of needed improvement. After reviewing the 2020-21 FSA data, we have a stronger lens on the need to check for understanding as students are engaged in text-based opportunities and school-wide incentives; critical thinking/ intervention classes; collaborative learning; AVID strategies; modeling; 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; 65% in Math class; 75% for the Civics EOC; 62% for 8th grade Science; and a goal of 80% acceleration for high school courses.

Monitoring:

This will be monitored through administration learning walks: individual and joint learning walks on a daily basis; learning walks will also be conducted with the literacy coach. The purpose of the learning walks are to provide support, critical feedback, school-wide consistency, team discussion, and student support.

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 2021-2022 school year, we will be able to evaluate immediate progression based on the FSA, APM, and LSA results; with a goal to increase proficiency and increase in learning gains by 3+ percent in all areas. We will also utilize learning strategies, critical thinking/ intervention courses, and FlexTime to provide additional student support.

**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, with an enhanced focus on modeling and collaboration. 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, Alek, novel study and Algebra Nation, which will be provided through Intervention Time. Teachers will also use interactive TV displays to afford opportunities for collaboration and projecting student Chromebooks on the screen. Students needing additional exposure to the standards will receive remediation during Intervention class and/or intervention block/ x-block.

Action Steps to Implement

Teachers meet during common planning and department collaboration time to review student data and written work, analyze trends, strengths and areas of opportunities; review student response to tasks, and plan text-dependent questions, close reading, and implement strategy-based groups to support success with complex text.

IPD facilitators will develop and implement agendas for areas of focus on teacher feedback and student data on planning days. Teachers will use this time to collaborate, assess student data and mastery, develop common intervention plans, look into any additional support needed.

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.

Students will be assigned additional support as needed in various intervention classes.

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

Teachers will provide literacy engagement opportunities and conduct data checks for each student through X-Block/ Flex Time weekly. X-Block/ Flex Time plans will be submitted by teams for Administration review on a weekly basis. School wide, X-Block/ Flex Time will be used to assess student mastery, provide tier 2 remediation in core class, and tier 3 remediation via intervention classes. Service Learners will also provide assistance in the intervention classes for peer tutoring, tutorial support, and small-group support.

Additionally, 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 3rd period class.

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

#2. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Increase the cognitive demand in student tasks and assessments through a systems-interdependent instructional programs, resulting in standards-based instruction, increased access to CTE programs and passage of CTE certification assessments & Algebra EOC. By having a common vision of focusing on increasing cognitive demand in student tasks and assessments, implemented through school-wide, standards-based instructional programs (e.g., iPD, AVID, College & Career Preparation Team, iXL remediation, authentic literacy opportunities), this will allow students the opportunity to make real-world connections, think abstractly, and build upon background knowledge. The increase in cognitive demand in all areas will guide the production of standards-based lessons and literacy-rich opportunities in all classes, for all students, providing rigor, access to CTE and high school level math classes, remediation where needed, and college/career readiness through independent academic growth allowing for increased passage of industry certification and Algebra EOC assessments. Advanced rigor and support for all students, and ESSA subgroups, provides high expectations for all students.

Measurable Outcome:

Increase learning gains in the core subject areas 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: Math by 12% (target 65%), ELA by 7% (target 62%), Science by 4% (target 62%), Civics by 10% (target 80%). Additionally, we plan to increase industry acceleration by at least 5%, from 75% to 80%, by providing more students access to CTE industry and Algebra courses through master scheduling.

Monitoring:

Monitoring of the goal will be evaluated in various ways (please refer to the evidence listed in the action steps). Overall, lesson plan submission, X-Block plans through Flex Time Manager, administration 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, iPD sessions with teachers, district progress monitoring, etc.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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 & digital interactive TV displays through iXL for students in the lower-quartile, ESE, and ELL students, while providing additional support for math to all students through ALEKS and Algebra Nation through X-block. Students will have ALEKS 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.

Rationale for Evidence-based Strategy:

Evidence-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, E20/20 review, and remedial progress.

Action Steps to Implement

With professional development through department collaboration for teachers to increase cognitive demand and provide adequate support for all areas. In doing so, students will have the ability to grow academically and have more advanced opportunities and access CTE programs and high-school level courses.

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)

#3. 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%.

Monitoring:

Absences will be monitored on a monthly basis.

Person responsible for monitoring outcome:

Tara Hatch (hatcht@lake.k12.fl.us)

Evidence-based Strategy:

Partner with families early on as student absenteeism becomes chronic. Teachers will make contact with families of students as well as our certified school 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

Tara Hatch (hatcht@lake.k12.fl.us)

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.

Based on the data provided in SafeSchoolsforAlex.org, Windy Hill Middle primary focus is to reduce the number of out of school suspensions. Our staff will increase the number of classrooms using restorative circles and build relationships to empower students to be respectful to peers and adults. Several teachers have been trained and restorative circles are used frequently to build a positive classroom culture, which expands to having a positive schoolwide culture. As we increase the number of classroom using restorative circles, our students will understand how their actions affect peers and adults.

Each month the administrative team will monitor the number of out of school suspensions by grade level. The administrative team and counselors will discuss strategies to assist students with how to deal with reactions that could lead to out of school suspension by implementing time for students to work in small groups to discuss behaviors. The administrative team and counselors will provide opportunities for students to meet and discuss any concerns or potential problems.

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.

WHMS has a schoolwide Positive Behavior Support System. Each month students are given a bingo card and receive weekly incentives for earning BINGO. Students earning a blackout will earn a PBS social at the end of each nine weeks

We utilize specialized X-Block rotations giving preference to language arts, math, science and social studies on specific days. Flex time is part of our school culture where students can receive additional support from teachers and peers. Intervention teachers, C2 prep teachers, enrichment teachers and TA's enhance support for Tier I students in the general educational setting daily during X-block. With the formation of small groups and push in support, we are able to target student strengths and growth areas, utilizing both summative and formative data. This creates an academic plan of success for all students in Tier I.

WHMS has also implemented #36Weeksof Kindness, which recognizes students and staff members for acts of kindness. Students and staff members write positive messages and they are displayed on our the

television in the cafeteria each day. Everyone who receives a positive message, also receives a certificate along with the positive message written about them.

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. Skyward parent portal will be available for parents to check student progress and correlate with teachers for student success; parent conference nights will provide an opportunity for parents to meet and discuss academic progress; and fresh market will provide food and resources to many students and families

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

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

The college/career prep team (C2) teachers provides support for C2 awareness provides opportunities to students to learn more about various colleges, calculate GPAs, conduct student data analysis, incorporate AVID strategies, and supports classroom to provide one-on-one support. The last Friday of each month, AVID highlights colleges and careers to provide opportunities for students to begin thinking about career opportunities.

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.

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.

Kristin Garcia, Daylin Savaadra, Samantha Moberg, and Certified School Counselors and the 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.

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

Several core teachers provide morning and evening tutoring sessions to increase the opportunity for all students to receive small group and on to one support. Teachers also provide virtual tutoring sessions outside of the normal business hours of school.

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