Williston Middle High School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/1/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2021-22 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	2021-22: C (49%) 2018-19: B (57%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 10/25/2022.

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.

Table of Contents

Williston Middle High School

350 SW 12 AVE, Williston, FL 32696

http://www.levyk12.org/schools

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	98%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

This plan was approved by the Levy County School Board on 10/25/2022.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Slemp, Joshua	Principal	Provides instructional and non-instructional leadership and supervision for the school, as well as manages the operation and all other activities and functions that occur on campus. Develops positive school/community relations and acts as liaison between the school and community. Monitors the performance of students and staff.
Hiers, Pricilla	Assistant Principal	Assists the principal in providing vision and leadership to develop, administer and monitor the educational programs and needs of students. Develops and maintains positive school/community relations and acts as a liaison between school and community. Assists in providing instructional leadership and supervision for student achievement.
Dukes, Christopher	Assistant Principal	Assists the principal in providing vision and leadership to develop, administer and monitor the educational programs and needs of students. Develops and maintains positive school/community relations and acts as a liaison between school and community. Assists in providing instructional leadership and supervision for student achievement.
Dola, Jennifer	Reading Coach	Provides daily support to classroom teachers and collaborates with the principal and school lead team to cultivate a successful learning community. Helps identify struggling readers, works with teachers to model effective instructional strategies. Monitors and responds to school reading assessments with the principal and lead team. Provides leadership in the process of designing, implementing and monitoring the school intervention plan for struggling readers. Facilitates in-service training and professional development.
Ward, Rebecca	Reading Coach	Provides daily support to classroom teachers and collaborates with the principal and school lead team to cultivate a successful learning community. Helps identify struggling readers, works with teachers to model effective instructional strategies. Monitors and responds to school reading assessments with the principal and lead team. Provides leadership in the process of designing, implementing and monitoring the school intervention plan for struggling readers. Facilitates in-service training and professional development.
Lamar, Audrey	Math Coach	Provides daily support to classroom teachers and collaborates with the principal and school lead team to cultivate a successful learning community. Helps identify struggling math students, works with teachers to model effective instructional strategies. Monitors and responds to school math assessments with the principal and lead team. Provides leadership in the process of designing, implementing and monitoring the school intervention plan for struggling math students. Facilitates in-service training and professional development.

Demographic Information

Principal start date

Sunday 7/1/2018, Emily Hancock

Number of teachers with a 2022 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.*

21

Number of teachers with a 2022 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

59

Total number of students enrolled at the school

1,128

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

25

Identify the number of instructional staff who joined the school during the 2022-23 school year.

23

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	158	149	185	172	151	133	106	1054
Attendance below 90 percent	0	0	0	0	0	0	41	54	69	58	60	43	8	333
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	49	54	95	83	78	52	30	441
Course failure in Math	0	0	0	0	0	0	60	62	103	83	77	34	10	429
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	49	58	78	54	54	0	1	294
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	58	48	57	72	9	1	2	247
Number of students with a substantial reading deficiency	0	0	0	0	0	0	49	58	78	54	54	1	2	296

Using the table above, complete the table below with the number of students by current grade level who have 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	127	118	162	150	128	101	51	837

Using current year data, complete the table below with the number of students identified as being "retained.":

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	7	20	0	0	10	6	53
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/1/2022

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	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	
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

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	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	
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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%		51%				42%		56%
ELA Learning Gains	42%						49%		51%
ELA Lowest 25th Percentile	35%						48%		42%
Math Achievement	37%		38%				51%		51%
Math Learning Gains	37%						48%		48%
Math Lowest 25th Percentile	34%						41%		45%
Science Achievement	43%		40%				52%		68%
Social Studies Achievement	61%		48%				69%		73%

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	2022					
	2019	42%	41%	1%	54%	-12%
Cohort Comparison						
07	2022					
	2019	29%	37%	-8%	52%	-23%
Cohort Comparison		-42%				
08	2022					
	2019	25%	36%	-11%	56%	-31%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	48%	45%	3%	55%	-7%
Cohort Comparison						
07	2022					
	2019	47%	55%	-8%	54%	-7%
Cohort Comparison		-48%				
08	2022					
	2019	31%	29%	2%	46%	-15%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	43%	-5%	48%	-10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	66%	-4%	67%	-5%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	72%	-7%	71%	-6%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	68%	1%	70%	-1%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	57%	7%	61%	3%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	53%	-1%	57%	-5%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	33	29	19	36	34	17	34		87	30
ELL	20	31	35	35	28	26	24	55			
BLK	18	33	26	16	33	39	15	43		89	25
HSP	38	48	43	37	39	42	36	60	69	92	52
MUL	46	54		43	43		36				
WHT	45	42	34	42	37	25	52	66	71	93	63
FRL	31	40	33	33	37	34	38	54	69	82	
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

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
HSP	38	51	50	45	43	30	49	62	47	76	45
MUL	54	52		41	65						
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	624
Total Components for the Federal Index	12
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

8th grade ELA showed a 15% proficiency rate. Schoolwide ELA SWD had a 15% proficiency rate. 8th grade math proficiency was 16%. Schoolwide Math SWD had a 19% proficiency rate.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA and Math Achievement for all grade levels.

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

Lack of teachers and teacher retention from the 20-21 school year to the 21-22 school year. Student attendance and Student Discipline which showed an 83% increase from 2020-2021 to 2021-2022 school year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

9th and 10th grade ELA Proficiency and its above the district average. Grade 6 ELA IXL D1 to D3 showed a 30 point improvement.

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

The ELA 9th and 10th grades utilized small group instruction using the remediation materials from Saavas. Reading Coach pulled small groups. 6th, 9th and 10th grades had the most experienced ELA Teachers in the classroom. New curriculum was strong and the Reading Coaches consistently pulled small groups. 6th grade also had the benefit of a critical thinking class that ensured that IXL minutes were complete and the students also worked on extra assignments during this time as well.

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

Small group instruction in Math and ELA Courses.
Targeted PD for teachers specifically addressing new teachers.
Strict following of schoolwide implementation guide.

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.

Administration changed the master schedule to give a 45 minute uninterrupted block of time to be utilized for regular PD, collaboration, and planning. The morning time PD is differentiated so it's not a one size fits all. PD focuses on utilizing AVID learning strategies and best practices for PD opportunities. New curriculum is present in ELA and Math through Savvas curriculum for full implementation in the 22-23 school year.

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

In addition to the two Reading Coaches the school now has a Math Coach. There is a renewed focus on PLC and MTSS processes that is consistently addressing these issues monthly. Time has been set aside to look at data and to plan collaboratively that addresses data driven decisions. There is a new program called Mindplay and 6 minute Fluency Solutions for targeted intervention with low performing ELA students. More training has been provided on IXL and the utilization of the program in the classroom. The school now has its own new teacher mentoring plan that meets at least once a month to improve retention.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Overall ELA proficiency was 39%. Specifically 8th grade and SWD performed extremely low for the school and across the District and State.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	For the 2022-23 school year, WMHS will increase ELA proficiency from 39% to 49% as evidenced by the Florida Assessment for Student Thinking.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data from FAST and IXL will be analyzed at 3 different during the year. Instruction will be modified based on needs assessment of data from FAST and IXL. Small group instruction will be differentiated based on FAST and IXL Data.
Person responsible for monitoring outcome:	Jennifer Dola (jennifer.dola@levy.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	IXL does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) and Recommendation Six Minute Solutions does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9 recommendation number two- Provide purposeful fluency-building activities to help students read effortlessly (strong evidence). Based on the "What Works Clearinghouse" Achieve 3000 had potentially positive effects on comprehension and general literacy achievement for adolescent readers.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	IXL utilizes these practices by providing individualized instruction on the student's level in relationship to vocabulary and reading comprehension. The monitoring for this program is ongoing via school-based data meetings, district data report outs, snapshots of data three times a year, and via student intervention documentation. Six Minute Solutions utilizes daily repeated reading routines to build student fluency. This will be monitored via monthly fluency checks in the intensive reading class. Focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Classroom walkthroughs to monitor fidelity of implementation of programs.
• 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.
• 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 Slemp (joshua.slemp@levyk12.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Overall Math proficiency was 37%. Specifically 8th grade and SWD performed extremely low for the school and across the District and State.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-23 school year, WMHS will increase Math proficiency from 37% to 47% as evidenced by the Florida Assessment for Student Thinking.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Data from FAST and IXL will be analyzed at 3 different during the year. Instruction will be modified based on needs assessment of data from FAST and IXL. Small group instruction will be differentiated based FAST and IXL Data.
Person responsible for monitoring outcome:	Audrey Lamar (audrey.lamar@levyk12.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	IXL does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program- Assisting students struggling with Mathematics: Response to Intervention (RtI) for elementary and middle schools which states that an instructions program that has instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8, which IXL does.

SAVVAS does not meet strong, moderate, or promising levels of evidence; however, it's a state adopted curriculum and it exposes students to multiple problem-solving strategies which is in the improving mathematical problem solving in grades 4-8 practice guide. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.** | IXL utilizes these practices by providing individualized instruction on the student's level in relationship to number $ operations, algebra & algebraic thinking, fractions, geometry, measurement, and data, statistics, & probability. The monitoring for this program is ongoing via school-based data meetings, district data report outs, snapshots of data three times a year, and via student intervention documentation.

SAVVAS has high-quality mathematics instruction ensures that students become |

Describe the resources/criteria used for selecting this strategy.	problem solvers. SAVVAS believes all students can develop deep conceptual understanding and procedural fluency in mathematics. In doing so, students grapple with real problems, think mathematically, and create solutions.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

• 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.
• Create, communicate, implement and monitor an IXL plan.
• Schedule planning days with Math 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	[no one identified]

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

na

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

na

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

na

Grades 3-5: Measureable Outcome(s)

na

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

na

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

na

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

na

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

na

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

We believe that a partnership must exist between our parents and our school in order to gain academic and social success. Williston Middle High School strives to incorporate high yield communication strategies to increase parental involvement through a variety of ways; parent meetings, conferences, and activities scheduled throughout the academic school year. Teachers hold parent - teacher conferences twice a year to share current achievement including a summary of a student's test scores as well as areas in need of
improvement and the personal strengths of the student. Teachers are required to keep and maintain a parent communication log and have two days built in during the week for teachers to make these calls/text. The school encourages parents to become involved in the following types of roles and activities: Annual Title 1 Night, School Advisory Committee, SAC/PTO, Schoolwide Improvement Committee, Band Boosters,

Athletic Boosters, Positive Behavior Support Team, Problem Solving Teams, College and Career Nights, and scheduling/informational meetings. Information available to our parents include but are not limited to the: WMHS Facebook page updated daily, Remind messages are sent to staff, parents, students daily and student handbooks which include a yearly calendar, school rules and district policies. Parents have access to Skyward (our
academic data system) where grades and email communication can take place daily. Parents without internet or computers have access to hot spots.

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

Teachers make positive phone calls home or text through our remind app when students are exhibiting exceptional behaviors, which are documented on teachers class call logs and through the app. Students are encouraged to assist in creating classroom rules as well as give feedback/input to rewards they would like with our PBIS program. Staff plays an integral part at WMHS. All staff are celebrated for their accomplishments and are invited to participate in leadership roles on identified committees. Staff and students are spot lighted on different social media outlets for engaging lessons, activities, and accomplishments. The staff is surveyed
for their professional development needs in addition to their interpretation of the current climate and culture. These anonymous surveys are used to make adjustments in the professional development plan as well as strengthen current practices and respond to concerns. Teachers volunteer to demonstrate exemplar lessons and teaching strategies live and by previous recordings. These lessons are used to showcase highly effective teaching strategies so that others may improve their implementation.