Windy Hill Middle School

2022-23 Schoolwide Improvement Plan

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Windy Hill Middle School

3575 HANCOCK RD, Clermont, FL 34711

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

Demographics

Principal: Kelly Cousineau

Start Date for this Principal: 7/13/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (61%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 is pending approval by the Lake County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	70%

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission at Windy Hill Middle School is to promote the love of learning through a partnership with the students, parents, teachers, and the community, for success in the 21st century.

Provide the school's vision statement.

"One pack empowering students for life!"

School Leadership Team

Membership
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
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.
Walker-Lawrence, Kim	Assistant Principal	Grade Level Administrator: Duties include: discipline, x-block progress and reading with conferring, MTSS, Pup Pack- new teacher induction/ support, E2020/ tutoring progress/monitoring, monitoring lowest 25%, facilities/rental usage, PRIDE & FAME celebrations coordinator, curriculum support for enrichment and ELA, school and event supervision, iPD support (teacher collaboration), PSAT/FAST/EOC & State progress monitoring, data chats, school website, staff support with feedback through learning walks, among other responsibilities.
Wolf, Rhonda	Assistant Principal	Grade Level Administrator: Duties include: master scheduling, discipline, x-block progress and reading with conferring, up Pack- new teacher induction/ support, PBS, facilities use and work orders supervisor, PRIDE & FAME celebrations coordinator, oversees AVID, 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-Twitter, service learners, monitor intervention blocks, monitors ALEKS and IXL, professional development and genius hour, among other responsibilities.
Epp, Matthew	Assistant Principal	Grade Level Administrator: Duties include: discipline, x-block progress and reading with conferring, MTSS, PBS coordinator, facilities use and work orders supervisor, LSA contact, CTE contact, Equity/Title IX Contact, health/wellness coordinator, volunteer coordinator, curriculum support for social studies and math, faculty and team leader meetings coordinator, grants (tutoring) coordinator, iPD support (teacher collaboration), volunteer coordinator, safety coordinator, sunshine committee coordinator, school event supervision, social media-Facebook, among other responsibilities.

Demographic Information

Principal start date
Monday 7/13/2015, Kelly Cousineau

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.*
9

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.*

31

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

1,136

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

5

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

4

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	414	397	459	0	0	0	0	1270
Attendance below 90 percent	0	0	0	0	0	0	114	119	166	0	0	0	0	399
One or more suspensions	0	0	0	0	0	0	12	42	55	0	0	0	0	109
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	87	99	123	0	0	0	0	309
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	121	102	113	0	0	0	0	336
Number of students with a substantial reading deficiency	0	0	0	0	0	0	68	91	114	0	0	0	0	273
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	3	3	0	0	0	0	7

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	12	15	15	0	0	0	0	42
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Date this data was collected or last updated

Tuesday 6/21/2022

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	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

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	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

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	54%	45%	50%				58%	50%	54%
ELA Learning Gains	49%						59%	52%	54%
ELA Lowest 25th Percentile	33%						47%	44%	47%
Math Achievement	56%	33%	36%				62%	56%	58%
Math Learning Gains	61%						64%	55%	57%
Math Lowest 25th Percentile	44%						47%	46%	51%
Science Achievement	58%	50%	53%				59%	49%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	72%	54%	58%				77%	70%	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	2022					
	2019	52%	52%	0%	54%	-2%
Cohort Comparison						
07	2022					
	2019	53%	49%	4%	52%	1%
Cohort Comparison		-52%				
08	2022					
	2019	62%	54%	8%	56%	6%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	49%	53%	-4%	55%	-6%
Cohort Comparison						
07	2022					
	2019	62%	58%	4%	54%	8%
Cohort Comparison		-49%				
08	2022					
	2019	42%	39%	3%	46%	-4%
Cohort Comparison		-62%				

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	57%	49%	8%	48%	9%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	71%	4%	71%	4%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	52%	47%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	49%	-49%	57%	-57%

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	20	35	31	28	50	45	27	50			
ELL	38	49	26	37	54	45	33	50	60		
AMI	17	30		50	50						
ASN	68	57		68	73		73	93	69		
BLK	43	48	33	42	54	45	41	66	76		
HSP	51	49	38	53	59	42	55	70	68		
MUL	47	57	33	52	56	50	54	79	69		
WHT	63	48	28	64	65	46	67	74	75		
FRL	44	43	26	44	53	38	49	63	72		

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		
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		

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	55
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	55
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	37
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
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	55
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	59
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	47
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?

Proficiency rates declined in ELA, as evidenced by the 2022 FSA assessment. ELA proficiency decreased by one percentage point. (55% in 2021 to 54% in 2022) The percentage of ELA students making learning gains in the lowest quartile decreased by 13 points. (46% in 2021 to 33% in 2022). The percentage of students making learning gains in ELA decreased by 7 points. (56% in 2021 to 49% in 2022. Two subgroups with less than 41% proficiency are students with disabilities (36%) and Native Americans (37%)

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

Proficiency rates declined in ELA, as evidenced by the 2022 FSA assessment. ELA proficiency decreased by one percentage point. (55% in 2021 to 54% in 2022) The percentage of ELA students making learning gains in the lowest quartile decreased by 13 points. (46% in 2021 to 33% in 2022). The percentage of students making learning gains in ELA decreased by 7 points. (56% in 2021 to 49% in 2022. Two subgroups with less than 41% proficiency are students with disabilities (36%) and Native Americans (37%)

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

In language arts, teachers were becoming acclimated to the new program Amplify. Teachers were learning how to use the program and determining which components would lead to mastery of the language arts standards.

Through teacher collaboration, teachers will determine the essential standards and focus on reteaching standards not mastered during X-block. Teachers will provide multiple opportunities for students to master standards through small group and one-to-one instruction. Each quarter, all grade levels and core subject areas will determine a focus standard to emphasize based on the data gathered from FAST.

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

The proficiency rate of students passing Science increased by ten percent. (48% in 2021 to 58% in 2022) In math, students making learning gains increased by eight percent. (53% in 2021 to 61% in 2022)

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

Teacher collaboration was the contributing factor to improvement. The teacher dove deep into data and continuously retaught standards not mastered throughout the school year. During the collaboration, teachers shared and implemented teaching strategies that increased student mastery.
In math, teachers implemented X-block with fidelity and provided multiple opportunities for students to master standards. Teachers provided small group instruction and collaborated with the intervention teachers to support student learning.

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

Using walk-to intervention with fidelity will provide every student in every subject area the ability to accelerate learning. Teachers have the ability to pull students during X-block to reteach/accelerate learning. This will allow greater access to intervention for our ESE students and ELL students, who are usually blocked into other areas when we schedule our intervention/acceleration time using Skyward. Students will also be able to choose if they have not been claimed by a teacher. After-school tutoring and course recovery programs will also help to accelerate learning.

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.

During pre-plan, the leadership team teacher will provide standard operating procedures for the walk-to intervention plan. The administrative team will use the classroom walkthrough feedback tool to provide timely feedback. Teachers will receive training on how to use FlexTime and expectation for every student signing up for FlexTime. The intervention and enrichment teachers will support the core subject area teachers during X-Block.

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

Train teachers and students on how to use the FlexTime Scheduler program. Training our students to be aware of their gaps in knowledge and the need for intervention will ensure the sustainability of this service.

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.	Based on the core content data from the Needs Assessment/Analysis section of School Data Review, the percentage of students in the lowest quartile making learning gains declined by thirteen percent, and the percentage of students making learning gains in language overall declined. If we focus our instruction on purpose, guided instruction, independent practice, student collaboration, and mastery of standards, with our teachers through common planning and Professional Learning Community protocols, Windy Hill Middle School student achievement will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on this area, we expect to see the following in the designated area: Meeting High Standards in ELA: Increase from 54% to 62% Making Learning Gains in ELA: Increase from 49% to 62% ELA Lower Quartile Gains: Increase from 33% to 50%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our teachers will administer quarterly summative assessments (Lake Standards Assessments, APM, and Unit Checks) to increase achievement and learning gains as addressed in the measurable outcomes. Mini tasks will be used to monitor mastery of standards. The leadership team will conduct classroom walkthroughs and provide feedback.
Person responsible for monitoring outcome:	Kim Walker-Lawrence (walkerk2@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Professional Learning Communities, common planning, and the programs noted below for language arts, will be used to increase student achievement and learning gains by 4% each quarter to meet the measurable outcome. The administrative team will provide: *Amplify (ELA) *IXL (ELA) *Achieve 3000 (ELA) *Flextime

implemented for this Area of Focus.	*Brainpop * high interest, magazines
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	When teachers plan for targeted questioning and student data are utilized, proficiency will increase when students are engaged in reading, writing, thinking, and speaking daily, focusing on modeling and collaboration. As teachers leverage the targeted data, they will use specific questioning based on critical standards to strengthen students' capacity to interpret and elaborate on the content. The elective teachers will support ELA by collaborating and re-teaching standards not mastered and going into the classrooms to provide small group instruction. Teachers will also use interactive TV displays to afford collaboration opportunities and project student Chromebooks on the screen. Students needing additional exposure to the standards will receive remediation during Intervention class and intervention block.

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.

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

During common planning, teachers 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, and look into any additional support needed.

Teachers will monitor and provide feedback to students to support learning during data chats. While students
are practicing, teachers will observe, take notes and confer with students individually, in a small group or whole group to probe for understanding and provide feedback.

Person Responsible	Kim Walker-Lawrence (walkerk2@lake.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Reducing Excessive Absences	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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, student will have 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/Flextime are targeted through data chats and data dissection among the team, as well as through Resource, a sector of ESE, 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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, Windy Hill Middle School leadership will monitor 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 end of year assessments from from 55% to 64%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Absences will be monitored on a monthly basis.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	Windy Hill Middle School will 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 leadership will guide the actions/needs by making recommendations of support as noted by the data.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Conversations with other middle schools who had success with students in the lower quartile.

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.

Develop an individualized action plan with services and supports.

Person Responsible	Matthew Epp (eppm@lake.k12.fl.us)

Review data of attendance highlighting students and creating strategies of support.

Person Responsible	Matthew Epp (eppm@lake.k12.fl.us)

Recognize students with excellent attendance quarterly, monthly, and annually (FAME).

Person Responsible	Matthew Epp (eppm@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase the cognitive demand in student tasks and assessments through systems-interdependent instructional programs, resulting in standards-based instruction, and increased access to CTE programs and passage of CTE certification assessments & Algebra EOC.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase learning gains in the core subject areas by 3% through reading, writing, thinking, and talking in every class daily. Increase targeted growth and feedback through teacher feedback cycles and student assessments based on standards-based instruction and data analysis. Increase overall proficiency for all students in core subject areas by 8%; increase industry acceleration by at least 9%, from 55% to 64%, by providing more students access to CTE industry and Algebra courses.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of the goal will be evaluated in various ways. Overall, lesson plan submission, classroom learning walks, weekly trend analysis, targeted feedback, 'push-in support services evaluated quarterly', data chats with teachers, performance matters data, and conferring with students about their learning. With professional development for teachers to increase cognitive demand and adequate support for all areas/ students to have increased opportunities to access CTE programs and high-school level courses, students will have the ability to grow academically and have more advanced opportunities.
Person responsible for monitoring outcome:	Rhonda Wolf (wolfr@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students have access to increased CTE program: computer applications, culinary, coding, intro to technology, and business keyboarding. Additionally, student can take industry certifications courses in digital information tools, culinary and algebra, increasing access to high school courses at the middle-school level.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based on the school gains and areas of need from last year, we believe continuing and increasing the instructional focuses of reading, writing, thinking, talking and remediation will be effective strategies to continue making learning gains. The data used in making this determination was based on FSA, EOC outcomes, and remedial progress. Moving forward, we will look at Progress Monitoring (PM) and Florida Assessment of Student Thinking (FAST), to guide our data based decisions.

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.

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Overall, thirty-six percent of students with disabilities showed proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Forty-one percent of students with disabilities will show proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Each quarter, a focus standard will be selected. Teachers will provide several opportunities for students to master the focus standard. Students will receive small group instruction when the focus standard is not mastered. Students will receive additional practice using IXL and ALEK.
Person responsible for monitoring outcome:	Matthew Epp (eppm@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students requiring additional instruction to master the focus standard for each quarter will receive whole group, small group, and one-to-one assistance during FLEXTIME, provided daily.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students will receive additional support during the school day because transportation is an issue for students to attend before and after-school tutoring.

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.

Teachers will require students to attend FLEXTIME sessions.
Teachers will reteach the focus standard(s).
Teachers will reassess the focus standard(s) for mastery.

Person Responsible	William Roberts (robertsw@lake.k12.fl.us)

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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

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?

N/A

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?

N/A

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

N/A

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.

WHMS has a schoolwide Positive Behavior Support System. Each month students receive a bingo card and weekly incentives for earning BINGO. Students earning blackouts can participate in our PBS social at the end of nine weeks.

We utilize X-Block rotations emphasizing language arts, math, science, and social studies on specific weekdays. FlexTime is part of our school culture that provides remediation and acceleration; students receive additional support from teachers and peers. Intervention 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 target student strengths and growth areas, utilizing both summative and formative data. X-Block creates an academic plan of success for all students in Tier I.

WHMS will implement thirty-six weeks of "I'll Be There For You. We will recognize students and staff members for acts of kindness. Students and staff members write positive messages and are displayed on the television in the cafeteria daily. Everyone who receives a positive message receives a certificate along with the letter message written about them.

WHMS builds positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of all students. Our commitment to communicating with our parents and stakeholders through the monthly newsletter, website, Twitter, and Facebook keeps our community updated on events and positive things happening on the Hill.

Parental involvement targets include the number of volunteer hours at various school events. The skyward parent portal allows parents to check student progress and communicate with teachers for student success; meet the teacher and parent conference nights provide an opportunity for parents to meet and discuss academic progress. WHMS provides a fresh market with fresh vegetables, fruits, and other resources to many students and families in need.

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

During X-Block students have the opportunity to learn about various colleges, calculate GPAs, conduct student data analysis, incorporate AVID strategies, and support the classroom to provide one-on-one support. On 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 the 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, our Certified School Counselors, and Matthew Foy, the Mental Health Liaison supports and works with individuals and small group. They provide services to support the academic, emotional, behavioral, and social success of the students; participate in the collection, interpretation, and analysis of data and facilitate the development of intervention plans; support the MTSS process, conduct 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.

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 day.