

School Board of Levy County

Williston Middle High School



2023-24

Schoolwide Improvement Plan (SIP)

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Williston Middle High School

350 SW 12 AVE, Williston, FL 32696

<http://www.levy12.org/schools>

School Board Approval

This plan was approved by the Levy County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, and career ready.

Provide the school's vision statement.

Every Student, Every Day. College, Career, and Community Ready.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hancock, Emily	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 and guides curriculum decisions.
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.
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.
Smith, Tayler	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.
Nagel, Jodi	Instructional 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 students and implements the MTSS process, works with teachers to model effective instructional strategies. Provides leadership in the process of MTSS, implementing and monitoring the school intervention plan for struggling students. 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 Tier II and Tier III 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 students. Facilitates in-service training and professional development.

Name	Position Title	Job Duties and Responsibilities
Brown, Kristen	Other	As AVID coordinator, Kristin provides support to AVID elective teachers, facilitates in-service trainings for AVID schoolwide, monitors the implementation and success of the WMHS AVID program and organizes stakeholder sharing of AVID activities in the school.
Dola, Jennifer	Other	As the intervention teacher, the primary responsibility is to implement standards-based instruction and diagnose learning through periodic assessment. She often mentors other teachers on the implementation of best practices in reading and math. She also serves as a resource for MTSS implementation schoolwide and Tier III intervention services.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP is first presented to the staff during our preplanning to get feedback from those stakeholders to offer modification to SIP goals, interventions, action steps, and professional learning. The SIP is also shared at our first SAC meeting and all stakeholders are invited to this meeting (staff, parents, students, and community members) to give feedback to our SIP where feedback is obtained to make any necessary changes for improved actions to obtaining our goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Formative and summative data is pulled quarterly and inputted into our comprehensive needs assessment (CNA) to continuously be monitored. The CNA is shared to all stakeholders at each SAC meeting so that all stakeholders have input based on the presented data. Data in the CNA is school wide data and is broken down by subject area, grade levels, and ESSA subgroups. Data is also analyzed through the schoolwide MtSS process with meetings held three times a year for Tier I and II and quarterly for Tier III. Through this analysis, changes to students interventions and/or schedules takes place to ensure the correct actions to help student success are taken. If stakeholder feedback to data warrants adjustments to the SIP, the school will gain input from the school leadership team to add or adjust any actions.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	40%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	33	28	49	110
One or more suspensions	0	0	0	0	0	0	33	17	27	77
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	1	19	24
Course failure in Math	0	0	0	0	0	0	0	1	1	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	46	62	79	187
Level 1 on statewide Math assessment	0	0	0	0	0	0	17	53	46	116
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	80	49	94	223
	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	109	109	125	343

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	10	7	20	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total	
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days								41	54	69	333
One or more suspensions								0	0	0	
Course failure in ELA								49	54	95	441
Course failure in Math								60	62	103	429
Level 1 on statewide ELA assessment								49	58	78	294
Level 1 on statewide Math assessment								58	48	57	247
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.								49	58	78	296

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	127	118	162	837

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	10	7	20	53
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	41	54	69	164
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	49	54	95	198
Course failure in Math	0	0	0	0	0	0	60	62	103	225
Level 1 on statewide ELA assessment	0	0	0	0	0	0	49	58	78	185
Level 1 on statewide Math assessment	0	0	0	0	0	0	58	48	57	163
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	49	58	78	185

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	127	118	162	407

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	10	7	20	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35		50	39		51	37		
ELA Learning Gains				42			41		
ELA Lowest 25th Percentile				35			34		
Math Achievement*	39		38	37		38	45		
Math Learning Gains				37			39		
Math Lowest 25th Percentile				34			33		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	45		64	43		40	46		
Social Studies Achievement*	51		66	61		48	62		
Middle School Acceleration	57			70		44	56		
Graduation Rate	87		89	92		61	89		
College and Career Acceleration	44		65	54		67	52		
ELP Progress	35		45	80			47		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	393
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	87

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	624
Total Components for the Federal Index	12
Percent Tested	96
Graduation Rate	92

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	1
ELL	34	Yes	2	
AMI				
ASN				
BLK	31	Yes	2	1
HSP	44			
MUL	41			
PAC				
WHT	59			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	37	Yes	1	
AMI				
ASN				
BLK	34	Yes	1	
HSP	53			
MUL	44			
PAC				
WHT	52			
FRL	48			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			39			45	51	57	87	44	35
SWD	17			20			12	24		25	6	
ELL	26			36			32	40			5	35
AMI												
ASN												
BLK	18			15			15	28		19	6	
HSP	37			41			45	51	38	27	8	35
MUL	44			37			27	55			4	
PAC												
WHT	39			46			56	57	66	59	7	
FRL	31			34			38	43	47	36	8	27

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	39	42	35	37	37	34	43	61	70	92	54	80
SWD	15	33	29	19	36	34	17	34		87	30	
ELL	20	31	35	35	28	26	24	55				80
AMI												
ASN												
BLK	18	33	26	16	33	39	15	43		89	25	
HSP	38	48	43	37	39	42	36	60	69	92	52	77
MUL	46	54		43	43		36					
PAC												
WHT	45	42	34	42	37	25	52	66	71	93	63	
FRL	31	40	33	33	37	34	38	54	69	82		77

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	37	41	34	45	39	33	46	62	56	89	52	47
SWD	11	21	11	19	27	26	16	47		85	27	
ELL	31	55	57	47	38	39	7	38		61	27	47

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	17	21	10	19	24	24	21	38	20	87	45	
HSP	38	51	50	45	43	30	49	62	47	76	45	43
MUL	54	52		41	65							
PAC												
WHT	41	42	39	52	40	38	52	71	63	96	56	
FRL	29	35	29	36	37	29	40	56	43	90	41	47

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	33%	34%	-1%	50%	-17%
07	2023 - Spring	34%	40%	-6%	47%	-13%
08	2023 - Spring	21%	31%	-10%	47%	-26%
09	2023 - Spring	29%	35%	-6%	48%	-19%
06	2023 - Spring	46%	43%	3%	47%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	70%	54%	16%	54%	16%
07	2023 - Spring	39%	52%	-13%	48%	-9%
08	2023 - Spring	33%	48%	-15%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	34%	-4%	44%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	34%	-13%	50%	-29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	38%	-6%	48%	-16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	49%	2%	63%	-12%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	64%	-18%	66%	-20%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	57%	-4%	63%	-10%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing area is ELA proficiency at 31% proficient. In the year prior, we were at 39% proficient, dropping 8 percentage points. The contributing factor for last year's low performance is largely

stemming from 8th grade ELA lacking a teacher for the whole year. In addition, there was a new curriculum introduced for ELA in the 2021-2022 school year, and with that curriculum brought on largely difficult unit tests that have shown low proficiency numbers across the board. The ninth grade overall proficiency rate is lower due to the cohort's overall low performance. This also could have been affected from the inability to deliver explicit instruction and provide corrective feedback to students that helped them better understand the benchmarks being taught.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our lowest performing area is ELA proficiency at 31% proficient. In the year prior, we were at 39% proficient, dropping 8 percentage points. The contributing factor for last year's low performance is largely stemming from 8th grade ELA lacking a teacher for the whole year. In addition, there was a new curriculum introduced for ELA in the 2021-2022 school year, and with that curriculum brought on largely difficult unit tests that have shown low proficiency numbers across the board. The ninth grade overall proficiency rate is lower due to the cohort's overall low performance.that contributed to this decline. The data component that showed the greatest decline from the prior year was ELA. Contributing factors for this are listed above in number 1 as well as new teachers.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that showed the greatest gap when compared to the state average is ELA 8th grade at 10th grade, both with a 16% gap, highly contributing to the overall decline on English scores. The state average for 8th grade is 47% and the state average for 10th grade is 50%. WMHS had 31% in 8th grade and 34% in 10th grade. Two contributing factors are: the lack of a teacher to bring explicit instruction to the classroom and a vacant position.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Math. We hired a Math Coach and ensured that every standard was covered through both classroom instruction and supplemental Levy Virtual School instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Areas of concern are attendance and course failures.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- ELA Achievement
- SWD
- AA
- ELL

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA was identified as a crucial need due to the fact that we started the year both below the state and district average. We then dropped 8 points in the 2022-2023 school year and are not near the district and state averages.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-2024 school year, Williston Middle High School will increase ELA achievement from 31% to 41%, ELL students ELA achievement from 0% to 30%, will increase SWD ELA achievement from 7% to 17%, and African American students ELA achievement from 15% to 25% as evidenced by 2023-2024 PM 3 state assessment (FAST).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Admin, reading coaches, and teachers will monitor PM 1 to PM 2 and data-based adjustments will be made. Monitoring of IXL, Achieve 3000, Lexia Powerup and Lexia English will also be collected quarterly.

Person responsible for monitoring outcome:

Rebecca Ward (rebecca.ward@levyk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Based on the "What Works Clearinghouse" Achieve 3000 had potentially positive effects on comprehension and general literacy achievement for adolescent readers. Also based on WWC Achieve 3000, Lexia PowerUp and Lexia English is a tier three support and has promising positive effects on the five components of reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

IXL utilizes these practices by providing individualized instruction on the student's level in relationship to vocabulary and reading comprehension. Lexia Powerup accelerates literacy gains for students in grades 6–12 who are at risk of not meeting graduation requirements of level 3 on state ELA testing. Rooted in the science of reading and proven to be up to five times as effective as the average middle school reading intervention, PowerUp enables students to make multiple years of growth in a single academic year. Achieve 3000 accelerates learning growth for all students. It differentiates content and instruction, and is proven to double and even triple expected reading gains in a single school year. Lexia English provides targeted support to ELL student to build language acquisition skills to help them increase foundation language and literacy skills.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Hold Problem Solving Team meetings for progress monitoring and data chats with teachers.

Person Responsible: Emily Hancock (emily.hancock@levy12.org)

By When: We will look at baseline data during PSTs first in October.

Schedule devil den chats allowing students to take ownership of their academic achievement, attendance, and discipline data.

Person Responsible: Pricilla Hiers (pricilla.hiers@levy12.org)

By When: After PM1 teachers will hold Devil Den Chats on our first club day September 20th.

Classroom walk-throughs and formal observations to monitor teacher follow through on strategies presented/learned during WOW nights and IXL expectations.

Person Responsible: Emily Hancock (emily.hancock@levy12.org)

By When: One walk-through will be done quarterly and one formal observation will be completed every semester.

AVID Excel works by accelerating language acquisition, developing literacy, and placing AVID Excel students on the path to high school AVID and college preparatory coursework. Emergent multilingual students (long-term English learners) indicate that they want to go to college, but without a structured way for teachers and schools to address their specific needs, these students experience gaps in their academic preparation that stop them from entering a college preparatory course of study. Our middle school ELL students will be placed in an AVID EXCEL class taught by our reading coach.

Person Responsible: Tayler Smith (tayler.smith@levy12.org)

By When: Students 6-8 are currently enrolled in this class and will continue to be enrolled throughout their middle school career.

ESE instructional support has been restructured to support ESE students in a more identifiable way allowing the school to track progress in ELA. IN addition, our ESE teachers will have schedules to push in and support our high school ESE students in their core classes.

Person Responsible: Jodi Nagel (jodi.nagel@levy12.org)

By When: Daily push in will happen to give support and accommodations.

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Creating a positive culture and environment to have opportunities for families to be a part of their child's education and future planning is important to WMHS obtaining its SIP goal. The 22-23 school year did not provide the parents involvement in students' academic outcomes as much as it did for the extracurricular activities. This is something that needs to be a target goal to increase the level of engagement of parents in their child's education.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, 30% of our parent population (in each grade level) will have participated in one of our parent nights as evidenced by middle school parent conferences, 9th-10th grade parent night, 11th grade parent night, and senior seminar parent night.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration and the leadership team will monitor this goal through the use of sign in sheets from the various events hosted for families throughout the school year.

Person responsible for monitoring outcome:

Pricilla Hiers (pricilla.hiers@levyk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Williston Middle High School will prioritize safety, community, and collaboration amongst all stakeholders including faculty, parents and caregivers, and the community. According to Florida Center for Reading Research this has a promising evidence level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Florida Center for Reading Research, it is important to develop strong partnerships with parents and families, businesses, faith-based organizations, and youth development agencies to address these priorities beyond the school day. In addition, teacher effectiveness tends to improve more over time when teachers are working in supportive professional environments as opposed to when they are working in less supportive contexts.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Parent nights will be held for each grade level to give information to parents and students. At these parent nights, we will talk about CTE pathways, graduation requirements, and getting resources to parents for

ACT/SAT, bright futures, athletics and scholarships. AVID Site Coordinator will work with the leadership team to embed AVID Parent workshop content into the nights as well. We will also hold parent conferences twice a year where teachers will come and have one on one conferences with students and parents about student progress.

Person Responsible: Pricilla Hiers (pricilla.hiers@levyk12.org)

By When: All parent nights will be completed before testing and next years scheduling so that parents and students can make informed decisions (March 2024).

Admin, coaches, class sponsors, and teachers will create invites, send the invite home with students, facebook, and remind, and encourage students and families to participate in these parent nights. We will also partner with our PBIS team and give student incentives for attending.

Person Responsible: Pricilla Fugate (pricilla.fugate@levyk12.org)

By When: At least 3 weeks prior to the event will invites and posts be sent to families. Incentives will be administered 2 weeks after the event.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In order to ensure resources and funding is allocated appropriately and to the areas in which meet the needs of all students including identified ESSA subgroups, our school works with district support staff to identify what is available. This is done with staffing, through staffing allocation meetings where student enrollment and unit allotment for our school is discussed to determine if we have sufficient staff to educate students and run the school. In addition, the finance department works with our school to allot school house budget funds so we can plan and budget for the whole school needs. And finally, the Coordinator of Federal Programs works with our school as we analyze the title on funds used the previous year and plan for the new year through a Title One needs assessment. Our school uses the data compiled in our Comprehensive Needs Assessment to determine the subjects and students who need targeting for funding and resources to further increase student achievement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Our school SIP will be first shared at our SAC night, here all stakeholders will give feedback, once edits are made, it will be submitted to our school board. Once the board approves our SIP it will be available to all stakeholders on our county's website as well as our school's Facebook page and links will be sent

through remind. <http://www.levyk12.org/> and <https://www.facebook.com/WillistonRedDevils>. In addition, the progress monitoring of the SIP Goal and actions taken will be reported out and discussed periodically at SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school will host monthly parent nights aimed at a specific grade level. These parent nights will address school expectations as students move from the elementary school to the middle school for 6th grade; 9th and 10th grade course selections with info on graduation requirement courses and electives; 11th and 12th grade graduation requirements, scholarships, CTE Pathways, and dual enrollment. Parent conference nights will be held in semester 1 and semester 2. In addition, to our academic information nights, we will host yearly academic awards, scholarship award night, AVID signing night, and band performances for students where the community will be invited to attend in celebration.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

WMHS has worked hard to recruit and retain quality staff to serve our student's academic needs. Currently all classrooms except two have certified teachers. The reading and math coaches have developed a systematic approach to providing professional learning on explicit instruction. In addition, to accelerate student learning, we offer honors courses, accelerated course paths, and Advancement Placement courses for student selection based on their student achievement levels. In addition, we also provide dual enrollment opportunities for students who qualify for them beyond their regular high school course requirements.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

WMHS curriculum integrates required social/emotional components and prevention education required by Florida legislation. These components are integrated into social studies curriculum maps and incorporated into schoolwide assemblies. Federal programs plays a large role in the functions of our school and opportunities for students. Title II helps provide professional learning for administration and teachers to improve their practice to accelerate student achievement. Title III helps aid in the language acquisition of the ELL population at our school through resources and paraprofessional support. McKinney Vento provides support and funding to our students who are experiencing homeless to ensure they have what is needed for their social, emotional, and academic wellbeing. The Levy County Prevention Coalition, in partnership with the district and the 21st Century Grant Program offers our students mentorship, resources, and tutoring opportunities to help increase student achievement and intervene to keep students in school. The Levy County Schools Foundation offers teachers to apply to scholarships to obtain resources for special projects in the school and classroom. Finally, our school house budget is our primary fiscal resource that supports the functions of the day to day operations of the school.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Counselors deliver a Tier I service to all classrooms through classroom lessons. Resiliency education and mental health instruction is provided to students in grades 6-12 through our identified courses of PE and Science. Tier II and Tier III services are provided by guidance counselors and a school counselor. The district has 2 ABA specialists to help problem solve and offer support to classroom teachers and counselors on students who exhibit amplified behaviors in the school setting. In addition, students most at risk are recommended to in school counseling through a licensed school therapist. Community resources are provided to families for additional mental health needs outside of the school day.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Postsecondary resources are invited to the WMHS campus for each of the scheduled parent nights. Invited programs include the two local community colleges, the local university, military representation, and local businesses recruiting apprentices. In addition, students have access to engage in AVID elective classes to prepare them for college and career, CTE Pathways to obtain industry certifications, dual enrollment, AP classes, and ACT and SAT days to prepare them for those exams that impact post-secondary opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

WMHS is a PBIS school. Students participate in schoolwide Tier I curriculum (BASE and Everfli) that identifies potential Tier II and Tier III students. Periodic lessons are conducted each semester that include prevention topics (such as drug prevention and the dangers of vaping) as well as coping skills (managing stress and anxiety).

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in several professional learning opportunities throughout the year that incorporates student data as well as best practices. Tier 1 MtSS meetings are scheduled three times per year. Tier II and Tier III meetings are scheduled each quarter to analyze student data with staff. Professional learning occurs monthly and is centered around improving instructional practices. This years topics will cycle in the topics of Explicit instruction, small group instruction, manipulatives, building relationships, and AVID. Two times a year, teacher have WOW nights (Work on the Work) to examine data specific to their subject and work to include the presented professional learning in upcoming lessons. Paraprofessionals are invited to attend professional learning offered to all teachers, but are also provided opportunities targeting specific populations like ESE and ESOL students. They are also provided Youth Mental Health training to better prepare them on how to respond to students in crisis. The district ensures all schools provide new teachers with school-based mentors, as well as 2 district mentors who provide extra levels of support for teachers obtaining their teaching certificate through Alternative Certification. New teachers

to Levy county were provided a 3 day onboarding professional learning targeting classroom management, teaching strategies, curriculum, policies and procedures.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes