



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Williston High School

427 W NOBLE AVE

Williston, FL 32696

352-528-3542

<http://whs.levyschools.org/r/home>

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
32%

Alternative/ESE Center
No

Charter School
No

Minority Rate
36%

School Grades History

2013-14
B

2012-13
A

2011-12
A

2010-11
B

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

Current School Status

School Information

School-Level Information

School

Williston High School

Principal

Eulin Gibbs

School Advisory Council chair

Joyce Williams

Names and position titles of the School-Based Leadership Team (SBLT)

| Name | Title |
|------------------------|--------------------------|
| Eulin Gibbs | Principal |
| Lindsay Legler | Assistant Principal |
| John Stone | Administrative Assistant |
| Jennifer Dola | Reading Coach |
| LuAnn Stipp | Curriculum Coordinator |
| Teresa Ozment | Curriculum Facilitator |
| April Palmer | Curriculum Facilitator |
| Chris Wilder | Curriculum Facilitator |
| Karen Warren | Curriculum Facilitator |
| Karen Ridenour | Guidance Counselor |
| Jessica Guinsler-Moran | AVID Coordinator |
| Kevin Whitaker | PBS Coordinator |

District-Level Information

District

Levy

Superintendent

Mr. Robert O Hastings

Date of school board approval of SIP

10/8/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership of SAC is comprised of various members of our school community; parents, teachers, and administration. The Williston High School SAC currently has representation from multiple subgroups; Black, White, and Hispanic.

Involvement of the SAC in the development of the SIP

The SAC Committee is presented with data from the previous school year, along with data trends. They then determine areas in need of improvement for Williston High School. These areas can involve parent involvement and/or academic concerns. They committee then discusses strategies that the school could successfully implement throughout the school year in order to raise school achievement levels. Along with the achievement levels barriers are also discussed and ideas are created about how to address the barriers.

Activities of the SAC for the upcoming school year

- Disaggregate 2012-2013 data
- Create strategies for improvement
- Identify needs within the school
- Discuss safety concerns
- Progress monitor data during the school year
- Problem Solve Issue that arise during the school year

Projected use of school improvement funds, including the amount allocated to each project

At this time Williston High School does not receive School Improvement Funds, we will be receiving Title VI funds through the District. These funds will help to support the professional development needs of the school.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Eulin Gibbs

| | | |
|-----------|----------------------------|----------------------------|
| Principal | Years as Administrator: 24 | Years at Current School: 2 |
|-----------|----------------------------|----------------------------|

| | |
|--------------------|--|
| Credentials | B.A. – Georgia Southern M.A. – Valdosta State Spec. – Valdosta State |
|--------------------|--|

| | |
|---------------------------|---|
| Performance Record | Transferred from the State of Georgia Williston High School 2012-2013 – Grade Pending |
|---------------------------|---|

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jennifer Dola

Full-time / School-based

Years as Coach: 5

Years at Current School: 4

Areas

Reading/Literacy

Credentials

B.S. Elementary Ed
Elementary 1-6
Language Arts 5-9
Reading Endorsed

Performance Record

Joyce Bullock Elementary School:
Reading Coach 2005-06 B
Williston High School:
Rtl Coach 2010-11 B, 82
Rtl Coach 2011-12, A
Reading Coach 2012-2013, Grade Pending

Classroom Teachers

of classroom teachers

32

receiving effective rating or higher

28, 88%

Highly Qualified Teachers

100%

certified in-field

32, 100%

ESOL endorsed

4, 13%

reading endorsed

4, 13%

with advanced degrees

10, 31%

National Board Certified

2, 6%

first-year teachers

1, 3%

with 1-5 years of experience

9, 28%

with 6-14 years of experience

12, 38%

with 15 or more years of experience

10, 31%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Williston High School makes a concerted effort to recruit and retain highly qualified, certified-in-field, and effective teachers. In this effort administration attends local career fairs held by both the universities and affiliated educational consortiums. Williston High School also advertises through the district's employment website.

Teachers who have obtained ESOL and/or Reading Endorsements through the State of Florida receive yearly stipends for these additional certifications. Teachers are also given the opportunity through NEFEC and the School District of Levy County to complete courses in order to obtain these Endorsements.

Teachers are also assigned mentors who have successfully completed Clinical Educator Training for two years, upon entering the school district. These mentors receive a calendar outlining their responsibilities to their mentees throughout the year. They will also provide the mentee with support in classroom management, lesson planning, and collaboration. The mentors are there to provide support to our new teachers in order to ease their transition into a new career and/or employment.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New Teachers are assigned mentors for two years, upon entering the school district. Assigned mentors receive a calendar outlining their responsibilities to their mentees throughout the year. They will also provide the mentee with support in classroom management, lesson planning, and collaboration.

Phillip Buchyn – April Palmer (same department)
Frank Clegg – Ben Randolph (veteran teacher)
Clay Cobb – Chris Wilder (veteran teacher)
Page Gandy - Sally Holton
Jessica Guinsler - Kimberly Nivala
Maya Hebert - April Palmer
Eric Heerschap - John Stone
Angela Pompeo - Mary Russ
Erica Reddick - John Stone
Brianna Teague - Bobbie Jo Gowland
Arelis Rosario - Emily Lovely
Darron Wilson - John Stone
Joann Hunt - Bobbie Jo Gowland

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

How does it work with other school teams to organize/coordinate MTSS efforts?

- Discuss the needs of the students.
- Review and brainstorm strategies to help students make progress.
- Review and analyze the data to see how we can improve instruction as a whole.
- Identify students who need additional support.
- Share with staff the conclusions drawn from the data. Create a plan to help students who qualify for MTSS services and how to best meet their needs.
- Review and analyze discipline statistics through the PBS Team.
- RtI works closely with PBS team and SIP team to help communicate areas of improvement and trends represented in the data.

After initial identification is made, students will work with the School's Reading Coach either one-on-one or in small groups in the area in need of remediation. These students will be monitored through their classes for progress in the area of deficiency.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The chair (J. Dola) will facilitate the meeting, complete and maintain the required paperwork, and coordinate the day to day operations of the team; the recorder (L. Legler) will record information discussed at the meeting; the timer (K. Warren) will monitor the team's use of time. The problem solving team will also meet when a teacher referral has been made to discuss concerns and develop interventions to address the areas of concern, as well as share effective practices, evaluate the effectiveness of interventions, and make decisions in regards to academic and behavioral problem solving interventions. The Reading Coach (Jennifer Dola), after developing a tiered system of support for students flagged through the Early Warning System, will work in concert with the RtI Team to address students' needs.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team will progress monitor via SBLC Interim Assessments, FAIR, and CIM checks in order to determine progress levels of identified Level 1 and 2 students, as well as those students in need of

additional intervention. With the input of the content area teacher, a specific individualized plan will be written to address deficiencies, both academically and behaviorally. The student in need of Tier III services will receive individual or small group services to remediate skills as outlined in the school improvement plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

TFCAT/Florida Writes/EOC – Initial Screening

FAIR/Interim Assessments – Diagnostic Tool/On-going Progress Monitoring Tool

Students in the bottom quartile will be identified using the FCAT/EOC. All students will be given the FAIR and the Interim Assessments to further diagnose specific learning issues. Identified students will then receive Tier 2 services and those requiring more, and not making progress within the second tier, will also receive Tier 3 services.

Data Chats, consisting of teachers and Rtl Leadership Team (PST) will be held to identify students in need of further services (Tier II and Tier III), and review/monitor student progress. PST's will meet once a month to brainstorm and review the effectiveness of strategies being used to improve student performance.

FAIR and Interim Assessment data will be generated three times per year and analyzed to further address individual needs in mastering benchmarks.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Rtl team will meet with the staff as a whole to:

Share the components of Rtl

Share the benefits of implementing Rtl and discuss the barriers to implementing Rtl

Share the changes to be expected and the required commitments and resources needed to implement the Rtl process.

The Reading Coach (Jennifer Dola), the Assistant Principal (Lindsay Legler), and the Leadership Team will work together to provide ongoing training and follow-up with WHS staff.

The Rtl team will meet with parents and students who have qualified for Rtl services. During this Parents will be informed of the services students will be provided with during the Rtl process. A pamphlet will also be sent out to all students and parents describing Rtl, this will be uploaded to the school's website.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year:** 9,000

In effort to increase instructional delivery and student engagement instructional time was increased by 9000 minutes in order to improve student scores. Students attend 7, 50 minute periods throughout the day, with an additional optional block. This optional block allows students to attend dual enrollment classes through the local college with which we have an articulation agreement.

Through Classroom walkthroughs teachers are monitored for fidelity within curriculum that has been adopted by the district. Teachers are also expected to use best practices and strategies to meet the various needs within the district. These methods are observed and documented through lesson plans. Teachers are also expected to meet regularly with their department members to discuss needs, resources, and instructional tools for the department. Teachers will also be expected to participate in Professional Learning Committees with a focus on Lesson Study several times throughout the year. Professional development is created based on data results. The development will focus on areas in need of improvement either through instruction or curriculum.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

FCAT Reading
 Algebra 1 EOC
 Geometry EOC
 U.S. History EOC
 Levy Interim Assessment
 CIM
 AP Placement/Scores

Who is responsible for monitoring implementation of this strategy?

Principal and Assistant Principal

Strategy: Before or After School Program

Minutes added to school year: 3,000

STEM funds will support teachers within our Math Department to provide before school tutoring. These tutoring sessions are available to all students needing support in mathematics. This program will be staffed by certified teachers and will be provided to students from the middle of October to the middle of May.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Student sign-in logs will be kept and student progress will be monitored through class achievement rates.

Who is responsible for monitoring implementation of this strategy?

Principal and Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

| Name | Title |
|------------------|--------------------------|
| Eulin Gibbs | Principal |
| Lindsay Legler | Assistant Principal |
| John Stone | Administrative Assistant |
| Jennifer Dola | Reading Coach |
| LuAnn Stipp | Curriculum Coordinator |
| Teresa Ozment | Curriculum Facilitator |
| April Palmer | Curriculum Facilitator |
| Chris Wilder | Curriculum Facilitator |
| Karen Warren | Curriculum Facilitator |
| Karen Ridenour | Guidance Counselor |
| Jessica Guinsler | AVID Coordinator |
| Kevin Whitaker | PBS Coordinator |

How the school-based LLT functions

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

- Support learning and teaching for the ENTIRE student body, teachers, and educational leaders
- Enhance the literary environment
- Build a literacy culture through collegiality and collaboration

The Chair (Jennifer Dola) will facilitate the meeting, complete and maintain the required paperwork, and coordinate the day to day operations of the team; the recorder (J. Guinsler) will record information

discussed at the meeting; the timer (L. Stipp) will monitor the team's use of time. The team will problem-solve for areas of concern and develop strategic plans to implement the school based literacy plan.

Major initiatives of the LLT

The major initiatives for the LLT this year will be to implement a School-Based Literacy Plan and to enhance the literacy environment (making reading an enjoyable endeavor for the entire school). In order to increase independent reading through literacy we will build student interest with high interest fictional novels. Each English/Reading class will complete independent reading projects with Sharon Draper novels. At the conclusion of these projects we intend to have a personal visit from Sharon Draper.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Williston High School has created non-negotiables in the area of reading. Every teacher on campus is becoming a Literacy Teacher. Each teacher is required to use Close Reading as a strategy during the week. This will be documented through lesson plans. They will also be required to support the English Department in reading complex, informational text throughout the school year. Williston High School teachers will be blending the 10 literacy anchor standards from the Common Core State Standards into their lessons.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Williston High School offers Agri technology, Animal Science and Services, Biotechnology, Horticulture, Digital Design, Accounting Operations, Administrative Assistant, AVID, and Health Science courses that allow students to apply skills in a real world, work environment. Horticulture and the Business Academy Programs became CAPE academies in 2010-2011. CAPE (Career and Professional Education) Academies provide students with rigorous coursework that is integrated with core academics. Students also participate in job shadowing activities and possible internships, earn articulated college credit, and have the opportunity to earn National Industry Certifications. Students leave the CAPE academy with the skills and credentials to move into both the world of work and into postsecondary education. AVID was introduced to Williston High School during the 2012-2013 school year. This program helps students prepare for post secondary education. Students use the skills and strategies learned in the AVID curriculum and apply them to varying facets of life.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students entering Williston High School have completed a Career Planning course and have an electronic personal education plan (ePEP). The High School Guidance department meets with all incoming 9th graders, and the Career and Technical Education instructors make presentations to incoming 9th graders as well. Additionally, all incoming 9th grade students will be enrolled in a Critical Thinking course using the Career Choices program/materials. The course and curriculum used helps students to connect interests and skills with occupations, college majors, and school information in order to make plans for high school, post secondary, and beyond. Students enrolled in CTE (Career and Technical Education) courses also participate in Career and Technical Service Organizations (CTSO) that expose students to the various components of related careers. Students in CTSO's visit college

campuses and participate in contests throughout the school year making contact with business partners and future employers.

Strategies for improving student readiness for the public postsecondary level

A representative team of WHS teachers meet with Williston Middle School to facilitate student transition from middle to high school. In May, counselors provide academic and extracurricular information to students and parents of eighth graders and then appropriately schedule students for high school courses via individual counselor/student meetings. Additionally, all incoming 9th grade students will be enrolled in a Critical Thinking course using the Career Choices program. The course and curriculum used will help students connect interests and skills with occupations, college majors, and school information in order to make plans for high school, post secondary, and beyond.

An open house in September specifically addresses issues of incoming ninth graders and their parents. Information concerning curriculum, state mandates, academic counseling, programs and services, and areas of interest are discussed in a general session. Parents are also encouraged to schedule conferences as needed and are informed of additional services/information via the Skyward Family Access website.

WHS will also offer college/career fairs as a means of providing additional information regarding requirements needed for the postsecondary level. In addition, classroom teachers, guidance counselors, and the school leadership team will help to prepare students for life after high school through college readiness instruction, one-on-one and small group counseling, and job-readiness programs. Incoming 9th grade students complete interest surveys; all 10th grade students use PLAN to aid in career mapping and to match personal interests to careers; the ASVAB test is offered free of charge to all 11th and 12th grade students interested in the armed forces; and career planning and budget/life skills are a main area of focus within all Economic courses and the Advanced Algebra with Financial Applications courses. In addition, AP and dual enrollment courses also help students with the transition to college by providing college level coursework and the opportunity to earn college credits. Williston High School administered the PERT to qualified 11th and 12th grade students. If 11th grade students do not meet the cut score on the PERT, they are enrolled in Math for College Readiness and English 4: College Prep as readiness classes during their Senior year.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 57% | 51% | No | 61% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 33% | 26% | No | 40% |
| Hispanic | 43% | 47% | Yes | 48% |
| White | 67% | 57% | No | 70% |
| English language learners | | | | |
| Students with disabilities | 32% | 26% | No | 39% |
| Economically disadvantaged | 51% | 43% | No | 56% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 68 | 25% | 30% |
| Students scoring at or above Achievement Level 4 | 70 | 26% | 31% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 100% |
| Students scoring at or above Level 7 | | | |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 164 | 62% | 65% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 168 | 68% | 70% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | 70% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | 37% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | 37% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 88 | 65% | 68% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 47 | 35% | 50% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 59% | 68% | Yes | 63% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 58% | 55% | Yes | 62% |
| Hispanic | 67% | 79% | Yes | 70% |
| White | 59% | 70% | Yes | 63% |
| English language learners | | | | |
| Students with disabilities | 56% | 40% | No | 60% |
| Economically disadvantaged | 56% | 63% | Yes | 60% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 100% |
| Students scoring at or above Level 7 | | | |

Learning Gains

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students making learning gains (EOC and FAA) | 110 | 76% | 62% |
| Students in lowest 25% making learning gains (EOC) | 107 | 74% | 60% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 55 | 41% | 45% |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 57 | 43% | 50% |
| Students scoring at or above Achievement Level 4 | 40 | 30% | 33% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 43 | 32% | 35% |
| Students scoring at or above Achievement Level 4 | 35 | 26% | 29% |

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 100% |
| Students scoring at or above Level 7 | | | |

Biology I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 61 | 46% | 50% |
| Students scoring at or above Achievement Level 4 | 47 | 36% | 38% |

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 75 | | 85 |
| Participation in STEM-related experiences provided for students | 75 | 75% | 78% |

High Schools

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more <i>accelerated</i> STEM-related courses | 27 | 40% | 45% |
| Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses | | 100% | 100% |
| Students taking one or more advanced placement exams for STEM-related courses | 4 | 1% | 3% |
| CTE-STEM program concentrators | 3 | | 8 |
| Students taking CTE-STEM industry certification exams | 10 | 60% | 75% |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | 60% | 65% |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | 41 | 17% | 20% |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 6 | 2% | 6% |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | 90% | 92% |
| Students taking CTE industry certification exams | 67 | 90% | 92% |
| Passing rate (%) for students who take CTE industry certification exams | | 60% | 65% |
| CTE program concentrators | 3 | 1% | 5% |
| CTE teachers holding appropriate industry certifications | 4 | 100% | 100% |

Area 8: Early Warning Systems

High School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 10 | 2% | 1% |
| Students in ninth grade with one or more absences within the first 20 days | 2 | 2% | 1% |
| Students in ninth grade who fail two or more courses in any subject | 20 | 15% | 12% |
| Students with grade point average less than 2.0 | 60 | 11% | 9% |
| Students who fail to progress on-time to tenth grade | 0 | 0% | 0% |
| Students who receive two or more behavior referrals | 19 | 35% | 30% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 21 | 6% | 4% |

Graduation

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | 15 | 12% | 10% |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | 120 | 89% | 85% |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | 22 | 65% | 68% |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | | | |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We believe that a partnership must exist between our parents and our school in order to gain academic and social success. Williston High School promotes positive communication between the school and our students' homes through a variety of opportunities for parents to be involved in activities supporting our school. Williston High School strives to incorporate high yield communication strategies to increase parental involvement through parent meetings, conferences, and activities scheduled throughout the academic school year. Teachers hold parent - teacher conferences to share current achievement including a summary of a student's test scores as well as areas in need of improvement and the personal strengths of the student. Teachers are required to keep and maintain a parent communication log. Teachers also maintain involvement with parents through email, Skyward, and phone calls. The school encourages parents to become involved in the following types of roles and activities: Open

House, School Advisory Committee, School Improvement Committee, Band Boosters, Athletic Boosters, Positive Behavior Support Team, Problem Solving Teams, College and Career Nights, and scheduling/informational meetings.

Information available to our parents include but are not limited to the: Williston High School Webpage which is updated weekly, school newspaper is distributed quarterly, all students have received student handbooks; which include a yearly calendar, school rules and district policies. Parents have access to Skyward (our academic data system) where grades and email communication can take place daily. Parents without internet or computers have access to school computers in our media center at least once a week.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Parent and community engagement will increase by 25% based on measurable instruments. | 189 | 33% | 41% |

Goals Summary

- G1.** WHS will increase the number of parental involvement opportunities by 25% during the 2013-2014 school year.
- G2.** Increase the percentage of students scoring at a level 4 or 5 on the State of Florida math EOCs, and improve the percentage of students scoring "college ready" on the post-secondary readiness exams.
- G3.** We will increase the percentage of students scoring a level 4 or 5 by 4 percentage points on the State of Florida Biology EOC. Currently 36% of our students scored a level 4 or 5.
- G4.** Increase the percentage of students scoring at or above proficient on the Florida Writes state assessment.
- G5.** Increase the number of students scoring a level 3,4,5 on the Reading FCAT 2.0.

Goals Detail

G1. WHS will increase the number of parental involvement opportunities by 25% during the 2013-2014 school year.

Targets Supported

- Algebra 1 EOC
- Parental Involvement

Resources Available to Support the Goal

- School Website School Newspaper Local Newspaper One Call Now - Phone Notification System Skyward Parent Conferences Awards Nights Facebook Booster Clubs

Targeted Barriers to Achieving the Goal

- Lack of communication is a barrier to increased parental involvement. Often, community and parents are not aware of happenings at WHS. High school students do not deliver information from school to home on a consistent basis.
- Lack of technological support in order to access communication with parents and community is a barrier to successful parental involvement.

Plan to Monitor Progress Toward the Goal

School Web Page Facebook School Newspaper

Person or Persons Responsible

Emily Loveley, Arelis Roldan, Pam White, parental involvement committee, administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Webpage is up to date with current information. School events and schedules are consistently posted. Parent surveys and teacher pages are available through our homepage.

G2. Increase the percentage of students scoring at a level 4 or 5 on the State of Florida math EOCs, and improve the percentage of students scoring "college ready" on the post-secondary readiness exams.

Targets Supported**Resources Available to Support the Goal**

- USA Test Prep, LIA, Unit Exams, District Curriculum Maps

Targeted Barriers to Achieving the Goal

- Students entering mathematical courses are weak in necessary skills involving arithmetic.
- Students' application of the Mathematical Practices is weak. They need to improve upon perseverance, attending to precision, and constructing viable arguments.

Plan to Monitor Progress Toward the Goal

The Levy interim assessment will be given to students in Algebra 1, Geometry, and Algebra 2. Students in the 11th and 12th grade who are enrolled in the Math for College Readiness class will be administered the PERT.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule:

October, January, March, and May

Evidence of Completion:

Increase in scores on progress monitoring assessments

G3. We will increase the percentage of students scoring a level 4 or 5 by 4 percentage points on the State of Florida Biology EOC. Currently 36% of our students scored a level 4 or 5.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School

Resources Available to Support the Goal

- Lab Manuals Lab Materials EOC preparation packets Progress Monitoring Tests Technology - Student Response System Use of scientific models

Targeted Barriers to Achieving the Goal

- First year testing of Integrated Science students who will take the Biology End-of-Course Exam

Plan to Monitor Progress Toward the Goal

Through the continued use of LIAs, teachers and administration will be able to monitor the effectiveness of implemented strategies for students currently enrolled in the Biology course.

Person or Persons Responsible

Administration Science Department

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Increased scores on the Biology EOC, Biology LIAs, and CIM checks

G4. Increase the percentage of students scoring at or above proficient on the Florida Writes state assessment.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Write Score AVID - WICOR Strategies AVID - Writing Curriculum Florida Writes Exemplar Works Florida Writes Rubrics Kelly Gallagher - Write Like This

Targeted Barriers to Achieving the Goal

- Conceptual understanding of the holistic scoring process by students and staff within all classrooms
- Knowledge of the writing and revision process of our student population

Plan to Monitor Progress Toward the Goal

After each Write Score Session and once a month through teacher directed writing prompts, administration will monitor improvements in student writing.

Person or Persons Responsible

Administration

Target Dates or Schedule:

September December January End of the School Year

Evidence of Completion:

FCAT Write Score Results Write Score

G5. Increase the number of students scoring a level 3,4,5 on the Reading FCAT 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Teachers will have multiple resource available to them in order to raise student achievement:
Read 180 Ipads Nooks Curriculum Room with Various class sets of leveled novels Springboard
Interactive boards Multiple Computer Labs U.S.A. Testprep

Targeted Barriers to Achieving the Goal

- Rigor of classroom instruction is not scaffolded to help students achieve proficiency or higher
- Staff turnover within the school

Plan to Monitor Progress Toward the Goal

Administration will use regular data chats and data-centered meetings to determine percentage of students scoring at a level 3 or higher on the FCAT.

Person or Persons Responsible

Teachers Reading Coach Principal Assistant Principal

Target Dates or Schedule:

Throughout the 2013-2014 school year

Evidence of Completion:

Increased reading scores on progress monitoring assessments: CIM checks, LIAs, FAIR

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. WHS will increase the number of parental involvement opportunities by 25% during the 2013-2014 school year.

G1.B1 Lack of communication is a barrier to increased parental involvement. Often, community and parents are not aware of happenings at WHS. High school students do not deliver information from school to home on a consistent basis.

G1.B1.S1 WHS will maintain a Facebook link in order for multiple school personnel to post current information, and to allow parents several different technological sources to view school information. Student created school newspaper will be delivered quarterly to students and community businesses.

Action Step 1

-Create Facebook Page - Update current School Webpage - Encourage teachers to have their class website - Monitor Skyward Parent usage - Produce School Newspaper

Person or Persons Responsible

Administration Parental Involvement Committee Journalism Teacher

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Updated website, current Facebook page with regular postings, school newspaper, and Skyward usage reports

Facilitator:

Emily Lovely Arelis Rosario

Participants:

WHS Faculty

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Regular Facebook posts Regular website updates Release of school newspaper

Person or Persons Responsible

Parental Involvement committee

Target Dates or Schedule

Throughout 2013-2014 school year

Evidence of Completion

Increased visits to school's social media sites and Skyward

Plan to Monitor Effectiveness of G1.B1.S1

Once a month the website and Facebook counters will be monitored for an increase in usage.

Person or Persons Responsible

Parental Involvement Committee

Target Dates or Schedule

Once a month

Evidence of Completion

Increased communication with parents through Skyward email and school email should result.

G1.B2 Lack of technological support in order to access communication with parents and community is a barrier to successful parental involvement.

G1.B2.S1 Offer varying times for parents to access internet and computers in the media center in order to view webpage, access Skyward Family System, and email teachers. Offer varying times to meet one on one with teachers and offer parent information nights to accommodate parent work schedules.

Action Step 1

Monitor number of visits to webpage and likes on Facebook. Keep attendance logs for parental committees and events. Study the number of parents taking advantage of internet access in the media center and parent - teacher conferences as well as school wide events and functions.

Person or Persons Responsible

Emily Lovely, Pam White, Parental Involvement Team

Target Dates or Schedule

Monthly - checking attendance logs and agendas

Evidence of Completion

Agendas of parental involvement events; number of parents accessing webpage and Facebook; number of parents using the media center to access the technology to view student and school information. Records of the number of parents/students attending parent nights and school community events: community pep rally, Open House, and so on.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Collect parent sign-in log, webpage visits, Facebook likes, attendance at SAC meetings, parent involvement night, and booster meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Logs Increased attendance

Plan to Monitor Effectiveness of G1.B2.S1

Sign-in logs, webpage and Facebook counters, and beginning/end of the year survey

Person or Persons Responsible

Parental Involvement Committee

Target Dates or Schedule

Beginning and end of 2013-2014 school year

Evidence of Completion

Beginning and end of the year survey results will indicate a positive trend in parent communication and involvement.

G2. Increase the percentage of students scoring at a level 4 or 5 on the State of Florida math EOCs, and improve the percentage of students scoring "college ready" on the post-secondary readiness exams.

G2.B1 Students entering mathematical courses are weak in necessary skills involving arithmetic.

G2.B1.S1 Teacher will spiral in activities to increase mastery of functional computation skills and remove multiple choice questions from exams involving computational skills.

Action Step 1

Reduce the use of calculators for computational mathematics.

Person or Persons Responsible

Students

Target Dates or Schedule

During classroom instruction and tests as applicable

Evidence of Completion

Improved test scores through fewer computational errors

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Computations will be monitored.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During classroom instruction and tests when applicable

Evidence of Completion

Improved test scores

Plan to Monitor Effectiveness of G2.B1.S1

Track progress monitoring data such as LIAs and analyze anecdotal evidence in class, classroom walkthroughs, and lesson plans.

Person or Persons Responsible

Teachers Administration Lead Team

Target Dates or Schedule

Monthly

Evidence of Completion

Improved classroom test and activity scores. Increased scores on progress monitoring assessments.

G2.B2 Students' application of the Mathematical Practices is weak. They need to improve upon perseverance, attending to precision, and constructing viable arguments.

G2.B2.S1 Teachers will provide partial credit for attempting problems during homework activities. Teachers will also provide timely feedback through tests and Skyward.

Action Step 1

Homework will be listed on the board and students will be held accountable for not turning in homework.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

2-3 times per week

Evidence of Completion

Teachers will keep a log of students who have turned in homework.

Action Step 2

Teachers will give partial credit for steps within problems that are correct. Teachers will also allow students to construct viable arguments as to how and why they used a particular strategy. Partial credit will be given to students from a rubric created by the math department.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

2-3 times per week

Evidence of Completion

Completion of Homework Test Scores

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Teacher fidelity will be checked on Skyward, classroom walkthroughs, and spot checks of student work.

Person or Persons Responsible

Teachers Parents Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades posted and up-to-date on Skyward

Plan to Monitor Effectiveness of G2.B2.S1

Increased progress monitoring scores and CIM checks.

Person or Persons Responsible

Administration Teachers Students

Target Dates or Schedule

Weekly

Evidence of Completion

Increased grades on progress monitoring assessments Spot checks of student work

G2.B2.S2 Teachers will participate in professional development on the Mathematical Practices.

Action Step 1

Teachers will participate in professional development that will focus on the understanding and implementation of the Mathematical Practices.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Fall and Spring

Evidence of Completion

Teachers will prepare lesson plans explaining each of the Mathematical Practices to the students and how they are relevant to mathematics.

Facilitator:

Lindsay Legler Erica Reddick

Participants:

Math and Science Departments

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Focus lessons will be developed focusing on the use of the mathematical practices. The Mathematical Practices will be highlighted in lesson plans.

Person or Persons Responsible

Administration

Target Dates or Schedule

October, January, April, and June

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G2.B2.S2

Increase percentage of students achieving 4 or 5 on the Algebra 1 and Geometry EOC

Person or Persons Responsible

Administration Teachers

Target Dates or Schedule

End of the Year

Evidence of Completion

Increased achievement on the Algebra 1 and Geometry EOC Increase achievement on the PERT and ACT

G3. We will increase the percentage of students scoring a level 4 or 5 by 4 percentage points on the State of Florida Biology EOC. Currently 36% of our students scored a level 4 or 5.

G3.B1 First year testing of Integrated Science students who will take the Biology End-of-Course Exam

G3.B1.S1 Teachers will utilize the following in science instruction: use of hands-on manipulative and activities (labs) to increase comprehension/apply key concepts and connect to real world experiences.

Action Step 1

Teachers will use the following instructional practices and tools: lab activities, lab write-ups, manipulatives, white boards (diagramming process), clicker system, models.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily through coursework

Evidence of Completion

Lesson plans

Action Step 2

Provide science teachers with professional development and ongoing support in the development of high level differentiated activities to continue with the increase of rigorous assignments and tasks.

Person or Persons Responsible

Teachers Administration Lead Team

Target Dates or Schedule

Fall and Spring of 2013-2014 school year

Evidence of Completion

Lesson Plans, Classroom walkthroughs

Facilitator:

LuAnn Stipp

Participants:

Instructional staff of WHS

Action Step 3

Teachers will use spiraled review using study guides throughout the school year and benchmark reviews before the EOC.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans Classroom walkthroughs

Action Step 4

Teachers will incorporate the use of vocabulary journals with Frayer Model and 4 column notes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Lesson plans, journal samples, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Teachers will be expected to document the use of these strategies in their lesson plans and provide exemplar work for students and administration to observe.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans Formal observations Classroom walkthroughs

Plan to Monitor Effectiveness of G3.B1.S1

In order to monitor the effectiveness, teachers will regularly grade lab write-ups and exams that use the scientific process. They will use CIM checks, oral assessments, exit tickets, and mini-assessments to monitor mastery and to drive instruction.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased scores on CIMs, LIAs, and classroom assessments

G4. Increase the percentage of students scoring at or above proficient on the Florida Writes state assessment.

G4.B1 Conceptual understanding of the holistic scoring process by students and staff within all classrooms

G4.B1.S1 Hold PLCs and PD on the holistic scoring process and expectations for the FL Writes test; conduct PLCs to assist with standardized scoring of writing; and have teachers implement lessons and activities for the practice/application of holistic scoring strategies.

Action Step 1

Language Arts teachers will unpack the expectations of the Florida Writes Scoring Rubrics. They will determine which components a writer must have to score proficient on the Florida Writes assessment. Teachers will then use the scoring rubrics and explanations to individually score writing samples. The teachers will then convene as a group to determine the most accurate score for each paper. Teachers will present this material as a focus lesson to their students, explaining each level in the rubric with detail.

Person or Persons Responsible

Administration Language Arts Teachers Reading Coach

Target Dates or Schedule

Early Release Days and Professional Developments Days prior to February 2014

Evidence of Completion

An anchor chart for each level of the rubric explaining components necessary to earn a score at each level and scored writing samples

Facilitator:

Jennifer Dola

Participants:

Administration Language Arts Teachers Reading Coach

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Language Arts teachers will take writing samples to content areas meeting to collaborate on ways to improve writing scores. Teachers will score the writing samples and determine areas in need of improvement. They will help each other create focus lessons to address these areas. Teachers will also maintain a spreadsheet of student writing scores and progress and discuss progress during monthly writing PLC meetings.

Person or Persons Responsible

Jennifer Dola Lindsay Legler English/Language Arts Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Focus Lessons, writing spreadsheet, and meeting agendas

Plan to Monitor Effectiveness of G4.B1.S1

Jennifer Dola and Lindsay Legler will gather Write Score data after each testing session. They will disaggregate the data to determine if students' writing is improving.

Person or Persons Responsible

Lindsay Legler Jennifer Dola

Target Dates or Schedule

September December January

Evidence of Completion

Improved Write Score data

G4.B2 Knowledge of the writing and revision process of our student population

G4.B2.S1 Teachers will develop writer's workshops allowing for peer review and editing.

Action Step 1

Teachers will participate in a book study and create weekly writing workshops for students to practice the writing process.

Person or Persons Responsible

English and Language Arts Teachers

Target Dates or Schedule

Weekly through the 2013-2014 school year

Evidence of Completion

Lessons that focus on writer's workshop Lesson Plans

Facilitator:

Jennifer Dola

Participants:

English and Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

The Reading Coach will monitor the progression of Writer's Workshop during Content Area meetings on a bi-weekly basis.

Person or Persons Responsible

Jennifer Dola

Target Dates or Schedule

Throughout the year

Evidence of Completion

Agendas Meeting Notes

Plan to Monitor Effectiveness of G4.B2.S1

The Reading Coach and the Assistant Principal will monitor the progress of Write Score results.

Person or Persons Responsible

Jennifer Dola Lindsay Legler

Target Dates or Schedule

December January

Evidence of Completion

The improvement of Write Score data

G5. Increase the number of students scoring a level 3,4,5 on the Reading FCAT 2.0.

G5.B1 Rigor of classroom instruction is not scaffolded to help students achieve proficiency or higher

G5.B1.S1 Increase rigor within all classrooms through the use of appropriate curriculum materials (i.e., online components of Springboard curriculum, alignment of Test Item Specifications with Springboard curriculum, Common Core Standards (literacy and/or anchor standards).

Action Step 1

Professional Development sessions will be designed and developed around the needs of the teachers and students. These professional development sessions will focus on materials, resources, and high-yield strategies that will improve student test scores: WICOR (appropriate scaffolding strategies), Close Reading, CIS, and Text-dependent Questioning. Teachers will then analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.

Person or Persons Responsible

Reading Coach Teachers

Target Dates or Schedule

Early release days

Evidence of Completion

Increased achievement on progress monitoring data, classroom walkthrough data, increased student engagement

Facilitator:

Jennifer Dola Lindsay Legler

Participants:

Reading Coach Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

In order to ensure that these strategies are being implemented with fidelity, the administration of Williston High school will employ many methods: Classroom Walkthroughs Lesson Plan Reviews Data Chats Faculty Meetings Professional Learning Communities Formal Observations

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Increased rigor of instruction as evidenced by data collected through the following: Classroom Walkthroughs Lesson Plan Reviews Data Chats Faculty Meetings Professional Learning Communities Formal Observations

Plan to Monitor Effectiveness of G5.B1.S1

Levy Interim Assessment CIM FAIR FCAT

Person or Persons Responsible

Principal Assistant Principal Reading Coach

Target Dates or Schedule

During multiple points throughout the year: September, December, February, and April.

Evidence of Completion

Increased reading scores on LIA, CIM, FAIR, and FCAT 2.0

G5.B2 Staff turnover within the school

G5.B2.S1 In order to ensure that all teachers are adequately trained in high-yield strategies, teachers and staff will continually visit Close Reading Strategies during Professional Development sessions. Classroom teachers are required to use the Comprehension Instruction Sequence to read nonfiction text on a weekly basis for application of reading strategies within their classes. Teachers will Incorporate monthly current event non-fiction articles with student annotation and analysis throughout all content areas.

Action Step 1

Teachers will use Close Readings that address best practices during faculty meetings; the school will provide professional development activities that are meaningful to the teachers.

Person or Persons Responsible

Administration Literacy Team Lead Team

Target Dates or Schedule

Throughout the year 2013-2014

Evidence of Completion

Lesson Plans Classroom Walkthroughs

Facilitator:

Jennifer Dola Lindsay Legler

Participants:

Administration Literacy Team Lead Team

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Teachers will display exemplar work of students within their classrooms. Classrooms displays will exhibit students' use of strategies that were discussed and taught during professional development.

Person or Persons Responsible

Administration Lead Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student displays

Plan to Monitor Effectiveness of G5.B2.S1

Administration and the instructional staff will determine effectiveness of the strategy by monitoring the reading data and discussing results as a faculty.

Person or Persons Responsible

Administration Instructional Staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased reading scores on assessments: FCAT 2.0 Reading, LIAs, FAIR MAZE

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Williston High School receives funding Title III Federal Funds. These funds are used to support ESOL population.

Williston High School also receives funding through Title VI. These funds will be used to provide support for the teachers and students throughout the 2013-2014 school year.

- PD-through school year and summer
- AP and AVID training (summer or school year)
- CC (possibly for next summer) 2 days
- USA Test Prep-cover remainder of school year for the license
- Extra hour supplement for zero period for Dual enrollment (2 people)
- Parental Involvement

Data chats

Quarterly family night

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. WHS will increase the number of parental involvement opportunities by 25% during the 2013-2014 school year.

G1.B1 Lack of communication is a barrier to increased parental involvement. Often, community and parents are not aware of happenings at WHS. High school students do not deliver information from school to home on a consistent basis.

G1.B1.S1 WHS will maintain a Facebook link in order for multiple school personnel to post current information, and to allow parents several different technological sources to view school information. Student created school newspaper will be delivered quarterly to students and community businesses.

PD Opportunity 1

-Create Facebook Page - Update current School Webpage - Encourage teachers to have their class website - Monitor Skyward Parent usage - Produce School Newspaper

Facilitator

Emily Lovely Arelis Rosario

Participants

WHS Faculty

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Updated website, current Facebook page with regular postings, school newspaper, and Skyward usage reports

G2. Increase the percentage of students scoring at a level 4 or 5 on the State of Florida math EOCs, and improve the percentage of students scoring "college ready" on the post-secondary readiness exams.

G2.B2 Students' application of the Mathematical Practices is weak. They need to improve upon perseverance, attending to precision, and constructing viable arguments.

G2.B2.S2 Teachers will participate in professional development on the Mathematical Practices.

PD Opportunity 1

Teachers will participate in professional development that will focus on the understanding and implementation of the Mathematical Practices.

Facilitator

Lindsay Legler Erica Reddick

Participants

Math and Science Departments

Target Dates or Schedule

Fall and Spring

Evidence of Completion

Teachers will prepare lesson plans explaining each of the Mathematical Practices to the students and how they are relevant to mathematics.

G3. We will increase the percentage of students scoring a level 4 or 5 by 4 percentage points on the State of Florida Biology EOC. Currently 36% of our students scored a level 4 or 5.

G3.B1 First year testing of Integrated Science students who will take the Biology End-of-Course Exam

G3.B1.S1 Teachers will utilize the following in science instruction: use of hands-on manipulative and activities (labs) to increase comprehension/apply key concepts and connect to real world experiences.

PD Opportunity 1

Provide science teachers with professional development and ongoing support in the development of high level differentiated activities to continue with the increase of rigorous assignments and tasks.

Facilitator

LuAnn Stipp

Participants

Instructional staff of WHS

Target Dates or Schedule

Fall and Spring of 2013-2014 school year

Evidence of Completion

Lesson Plans, Classroom walkthroughs

G4. Increase the percentage of students scoring at or above proficient on the Florida Writes state assessment.

G4.B1 Conceptual understanding of the holistic scoring process by students and staff within all classrooms

G4.B1.S1 Hold PLCs and PD on the holistic scoring process and expectations for the FL Writes test; conduct PLCs to assist with standardized scoring of writing; and have teachers implement lessons and activities for the practice/application of holistic scoring strategies.

PD Opportunity 1

Language Arts teachers will unpack the expectations of the Florida Writes Scoring Rubrics. They will determine which components a writer must have to score proficient on the Florida Writes assessment. Teachers will then use the scoring rubrics and explanations to individually score writing samples. The teachers will then convene as a group to determine the most accurate score for each paper. Teachers will present this material as a focus lesson to their students, explaining each level in the rubric with detail.

Facilitator

Jennifer Dola

Participants

Administration Language Arts Teachers Reading Coach

Target Dates or Schedule

Early Release Days and Professional Developments Days prior to February 2014

Evidence of Completion

An anchor chart for each level of the rubric explaining components necessary to earn a score at each level and scored writing samples

G4.B2 Knowledge of the writing and revision process of our student population

G4.B2.S1 Teachers will develop writer's workshops allowing for peer review and editing.

PD Opportunity 1

Teachers will participate in a book study and create weekly writing workshops for students to practice the writing process.

Facilitator

Jennifer Dola

Participants

English and Language Arts Teachers

Target Dates or Schedule

Weekly through the 2013-2014 school year

Evidence of Completion

Lessons that focus on writer's workshop Lesson Plans

G5. Increase the number of students scoring a level 3,4,5 on the Reading FCAT 2.0.

G5.B1 Rigor of classroom instruction is not scaffolded to help students achieve proficiency or higher

G5.B1.S1 Increase rigor within all classrooms through the use of appropriate curriculum materials (i.e., online components of Springboard curriculum, alignment of Test Item Specifications with Springboard curriculum, Common Core Standards (literacy and/or anchor standards).

PD Opportunity 1

Professional Development sessions will be designed and developed around the needs of the teachers and students. These professional development sessions will focus on materials, resources, and high-yield strategies that will improve student test scores: WICOR (appropriate scaffolding strategies), Close Reading, CIS, and Text-dependent Questioning. Teachers will then analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.

Facilitator

Jennifer Dola Lindsay Legler

Participants

Reading Coach Teachers

Target Dates or Schedule

Early release days

Evidence of Completion

Increased achievement on progress monitoring data, classroom walkthrough data, increased student engagement

G5.B2 Staff turnover within the school

G5.B2.S1 In order to ensure that all teachers are adequately trained in high-yield strategies, teachers and staff will continually visit Close Reading Strategies during Professional Development sessions. Classroom teachers are required to use the Comprehension Instruction Sequence to read nonfiction text on a weekly basis for application of reading strategies within their classes. Teachers will Incorporate monthly current event non-fiction articles with student annotation and analysis throughout all content areas.

PD Opportunity 1

Teachers will use Close Readings that address best practices during faculty meetings; the school will provide professional development activities that are meaningful to the teachers.

Facilitator

Jennifer Dola Lindsay Legler

Participants

Administration Literacy Team Lead Team

Target Dates or Schedule

Throughout the year 2013-2014

Evidence of Completion

Lesson Plans Classroom Walkthroughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|--|-------|
| G4. | Increase the percentage of students scoring at or above proficient on the Florida Writes state assessment. | \$200 |
| Total | | \$200 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Professional Development | Total |
|---------------------|--------------------------|-------|
| Textbook Allocation | \$200 | \$200 |
| Total | \$200 | \$200 |

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G4. Increase the percentage of students scoring at or above proficient on the Florida Writes state assessment.

G4.B2 Knowledge of the writing and revision process of our student population

G4.B2.S1 Teachers will develop writer's workshops allowing for peer review and editing.

Action Step 1

Teachers will participate in a book study and create weekly writing workshops for students to practice the writing process.

Resource Type

Professional Development

Resource

Write Like This by Kelly Gallagher

Funding Source

Textbook Allocation

Amount Needed

\$200