

School Board of Levy County

# Williston High School



2015-16 School Improvement Plan

# Williston High School

427 W NOBLE AVE, Williston, FL 32696

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

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	52%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	38%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	B	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan is pending approval by the Levy County School Board.

## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our mission at Williston High School is to provide a student centered learning community where students, faculty, and staff are viewed as both teacher and learners committed to excellence. The school will provide a safe, positive, and supportive educational environment for all students, staff, and parents, to ensure cognitive, creative, and social growth necessary to life-long learning and active citizenship in society.

##### **Provide the school's vision statement**

Every Student, Every Day, College and Career Bound.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

WHS offers several opportunities throughout the year for teachers and parents to communicate, interact, and learn from one another. Our current English curriculum 9-12 has a comprehensive instructional focus on understanding our own culture as well as understanding and respecting other cultures. This allows for rich conversations amongst teachers and students.

Teachers build rapport through team building exercises during the year to develop strong relationships with the students of WHS; to minimize classroom disruptions and to improve student engagement. Many of teachers attend extracurricular events to show their support for our student interests.

During the 2015-2016 school year Williston High School has established Power Hour during the school day. Students have the opportunity to visit classrooms during their hour long lunch period for tutoring, missing assignments, make-up missing tests, and mentoring. As a school leadership team we recognized that students were having difficulty arriving at school early or staying late due the amount of students who needed to use our transportation system. Power Hour allows students to also build relationships with teachers by allowing easier access to teachers during the school day.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

WHS creates a safe environment for students:

1. By providing supervision in common areas before, during, and after school.
2. Students have access to guidance counselors when needed.
3. There is a mentor team that meets with students identified through our early warning system.
4. Students are required to have appropriate identification at all times.
5. All visitors must check in at the front office during school office.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

WHS operates under 3 basic principles all other rules are based off of these; Be Prepared, Be Responsible, and Strive for Academic Excellence. Discipline is consistently reinforced through an



electronic referral system. Parental contact is made on most discipline incidents to ensure school and home communication along cooperation. Each student is given an academic planner at the beginning of each school year, within this planner the Student Code of Conduct is printed and addressed with the students. There is a matrix by which the administration deals with discipline issues and the students and parents have access to the matrix at all times. The Dean of Students presents the matrix and sets the expectations for teachers during preplanning and conducts classroom management refreshers for teachers throughout the school year.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

WHS ensures the social-emotional needs of all students are being met:

1. Students have access to guidance counselors when needed.
2. There is a mentor team that meets with students identified through our early warning system.
3. Teachers meet monthly to discuss student concerns.
4. Data chats with administrative team is held twice a year.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

WHS' early warning indicators are identified and addressed as follows: Quarterly teachers turn in a list of students who have failed and/or missed more than 5 class periods in their course to the Principal. Groups are created in order to monitor these students with early warning indicators. A schedule is created so that the guidance department, ESE department, and administration can counsel these students on a monthly basis.

WHS also identifies students who have been in in-school or out-of-school suspension more than two times. These students are mentored by the dean, guidance, administration, and selected teachers and staff to remediate the behaviors that caused them to be removed from the classroom. School staff will monitor and recognize improved behavior of these identified individuals.

WHS students who have scored a Level 1 on the State reading assessment have been placed in either an intensive reading class or a 2 hour remedial reading class. These students are progress monitored through FAIR, Reading Assistant, and Read 180. Students scoring a Level 1 on the State Algebra 1 EOC are placed in an intensive math class during their sophomore year.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	37	57	46	47	187
One or more suspensions	37	53	29	29	148
Course failure in ELA or Math	18	32	39	2	91
Level 1 on statewide assessment	22	22	9	5	58

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	51	54	49	12	166

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Data chats are conducted quarterly with students through their intervention classes. Parents are informed of their child's progress through Skyward, phone calls, and conferences. Guidance conducts Senior Credit Checks with every Senior on our campus twice a year. Students who are below a 2.0GPA are assigned mentors during our Power Hour block. These students must stay with the mentor teachers for 30 minutes each day.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

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 bi-annually, Williston High School Facebook page updated daily, and Twitter through the Red Devil Endeavor 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.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

There many partnerships between the local community and Williston High School. We can always count on the community to support our students. The support they provide is very broad and comprehensive, it ranges from Athletics to academics on multiple levels. Many of our community members are involved in one of our athletic boosters, they support and/or sponsor student-led organizations on our campus (FFA), Community Pep Rallies are held several times throughout the year to support our students with many community members in attendance, several of our community's families sponsor scholarships to our graduating Seniors every year, community members are willing to be guest speakers in our classes, many of our organizations like the FFA conduct community service projects throughout the community to help give back to a community that supports our school.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Legler, Lindsay	Principal
Dola, Jennifer	Teacher, K-12

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Monthly Lead Team meetings are conducted to discuss critical information pertaining to student achievement, effective leadership, community involvement, collaborative teaching, and instructional practices. These discussions aid in the structuring of school systems and policies that will improve overall academic achievement. Our school also uses an AVID site team to help with the professional development needs of the staff. The team meets monthly to determine how and what instructional strategies we will focus on for the month.

Due to difficulty in uploading names of our school leadership team, here is a list of our members:

Lindsay Legler  
Jennifer Dola  
Donn Keels  
Karen Ridenour  
Karen Warren  
Jessica Moran  
Bobbie Gowland  
Kim Nivala  
Catherine Mueller  
Maya Hebert  
Teresa Ozment

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

After the disaggregation of the 2013-2014 data, instructional decisions were implemented to meet the needs of all students. Intervention groups were created to support reading instruction and front load

more difficult concepts prior to instruction. Paraprofessionals are supporting our teachers by pushing into classes with the highest needs. Our school's reading coach also supports our teachers by providing pushin support and modeling instructional practices to best meet the needs of our students. This year our school has implemented AVID strategies schoolwide. These strategies support cross curricular instruction and provide opportunities from teachers to differentiate learning in their classrooms. Writing is an area in need of improvement, the ELA Department and the Social Studies Department are partnering together to use common language and expecations within their classrooms. Teachers are participating in a book study, "Mindset". This book study will help our instructional staff increase rigor and academic expectations throughout the school.

Teachers are provided with not only core curricular materials for course offered at Williston High School, but also supplemental curriculums; Reading Assistant, Read 180, Rosetta Stone, USA Test Prep, FCAT Explorer (12th grade Retake Students), Algebra Nation, Kahn Academy, Achieve 3000, Triumph Learning, and class sets of novels for multiple content areas.

Williston High School recieves Title 1 funds that are used to provide support for the teachers and students throughout the 2015-2016 school year:

- PD-through-out the school year
- AP and AVID training (school year)
- Parental Involvement

Data chats

Quarterly family night

Persons Responsible

-Jen Dola (Professional Development and Computer-based Supplemental materials)

Jen provides professional development once a month to the faculty based on WHS' data driven needs assessment.

- Pam White (Media Clerk maintains accurate check out records of supplemental materials)

-Jen Dola and Lindsay Legler (use problem solving materials from meetings to determine area of focus for WHS)

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Irene Krause	Parent
Joyce Williams	Parent
Cecilia Edwards	Parent
Carolyn Bostic	Parent
Amber Whitehurst	Parent
Angela Pompeo	Teacher
Lindsay Legler	Teacher
	Student

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Mrs. Legler presented available 2014-2015 data to the SAC committee in May 2013. After the data was presented she aligned WHS' performance with the SIP goals stated at the beginning of the 2014-2015 school year. The SAC members were able to observe which SIP goals were met and

which goals needed further work towards improvement. After the presentation the floor was opened for questions from the SAC committee and suggestions for areas of improvement for the 2015-2016 school year were made.

*Development of this school improvement plan*

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. The 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.

*Preparation of the school's annual budget and plan*

Each year the administration looks at the allocated school house budget for Williston High School. Many expenditures are recurring annual costs such as lease of copiers, postage, phone bill, administrative travel, consumable supplies and postage lease. The remaining money in the budget is reserved for instructional needs. For example, we purchase software that we believe supports increased student achievement in the classroom. Some examples of software we have purchased have been Read 180, Surpass and USA Test Prep. Finally as a security precaution we have a visitor sign in software program that we renew each year. This plan is presented to the School Advisory Council during the April meeting each year. The committee then reviews that expenditures and provides feedback to the administration.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

At this time Williston High School does not receive School Improvement Funds..

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Dola, Jennifer	Instructional Coach
Legler, Lindsay	Assistant Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

During our Literacy Week this year each teacher will read for 20 minutes each day from a to be determined book. We also will conduct a vocabulary challenge for students each day in the cafeteria at lunch during that week. The culminating event was a Literacy Latte on Friday during first and second lunch. Several teachers read from Novels, quoted poetry or sang songs related to literacy to students in the media center. The author of the book we read was there to join in the celebration and promote literacy. Lunch was also provided for the students by 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.

Literacy Team Members:

Lindsay Legler  
Jennifer Dola  
Donn Keels  
Karen Ridenour  
Karen Warren  
Jessica Moran  
Bobbie Gowland  
Kim Nivala  
Catherine Mueller  
Maya Hebert  
Teresa Ozment

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers will be working and planning in not only vertical planning meetings, but also horizontal. We will meet twice a month in grade level groups to discuss and identify ongoing trends within the grade level. A majority of our English teachers have common planning to allow for collaboration. The reading coach meets daily with each English teacher to help in the preparation and delivery of research-based instructional practices. Each teacher will also host a faculty meeting during the school year to familiarize staff members with where each other is located on campus.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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 three 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.

### **Describe the school's teacher mentoring program, including the rationale for pairings and 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. WHS tries to match like personality traits as well as like academic courses when selecting mentors for mentees.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

WHS teachers follow a district created curriculum map that has incorporated the core instructional programs with the Florida Standards. Administration conducts walkthroughs of classrooms at WHS on a regular basis to ensure that teachers are keeping pace with the curriculum maps. Teachers are also required to post Florida Standards and objectives in the classrooms and in their lesson plans.

#### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Williston High School consistently uses data to provide instruction to all students. Progress monitoring tools, such as the FAIR, are given three times throughout the year. The results are reviewed by the teachers, the reading coach, as well as administration. Data Chats are administered with students on a one to one basis and goals are created using progress monitoring tools, current grades, state test scores, and any other appropriate measures that are helpful in shaping an educational plan for a student. Students are placed in intensive reading and math classes based upon a triangulation of scores from varied assessments. Teachers will often scaffold instruction, for example, chunk the text when working with difficult/lengthy material in order meet individual student needs. Paraprofessionals work with small groups of students to aide with instruction.

As far as curriculum, WHS has several programs that administer to individualistic instruction for students. For example, Read 180, Reading Assistant, USA Test Prep, Achieve 3000 (11th and 12th grade FCAT 2.0 Retake Students). Newsela is an online program that allows teachers to use the same article at varying lexile levels. This allows all students to receive the same content, yet at a level that is accessible for each student.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:**

#### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

#### **Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

### Student Transition and Readiness

#### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

WHS monitors student cohorts and meets with students to understand their individual need while enrolled at WHS. Credit checks are conducted on every student at WHS to ensure that they are enrolled in appropriate courses required to graduation. We also provide support for graduating seniors by hosting universities to help students enroll in their institution and provide guidance on how to apply for financial support once they enter postsecondary.

**College and Career Readiness*****Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Students entering Williston High School have completed a Career Planning course and enter high school with a four year plan for graduation. 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. Students will have the opportunity to apply for a spot in our AVID program. Students learn critical thinking skills and are provided with exposure to post secondary institutions and career choices within this program. Students enrolled in CTE (Career and Technical Education) have the opportunity to learn directly from our industry partners that conduct guest presentation and provide career shadowing and field trip experiences. CTE students may join a 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.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Williston High School offers Agri technology, Animal Science and Services, Ag. Biotechnology, Horticulture, Accounting Operations, Administrative Office Specialist, Nursing Assistant, Allied Health Assistant, and AVID, that allow students to apply skills in a real world, work environment. WHS has 3 CAPE (Career and Professional Education) Academies, Agriscience, Business, and Health, which 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.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

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 during their Senior year.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Students are provided with remedial english and math courses in an effort to prepare them for college readiness. Students who have not scored concordant scores on the PERT assessment are placed in these courses during their Senior year of high school.

WHS has increased the amount of students taking Advanced Placement courses, by increasing our offerings over the last several years. These courses allow for students to complete college level work while in high school.

As part of the Mid-Florida Career Pathways consortium our CTE students receive information related to dual enrollment, financial aide, the college application process, degree programs, and how to earn articulated college credit. The Career Pathways Coordinator meets with all students in the fall for a general presentation then again in the Spring with a focus on Senior CTE students that have completed a Program of Study.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

760

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Williston High School has identified problem areas in both writing and reading proficiency. Our reading and writing scores are below State average and have remained stagnant for the last several years. We

have noticed a decline in areas such as science and math. Although our scores have leveled out without one area stronger than the other in order to inflate our school proficiency rates. It is a true picture of our student performance.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Looking at the data trends we see several indicators of lowered performance; loss of instructional personnel at the end of the SIG grant, a large turnover rate English and Math. We have also changed standards from the 2011 testing data to current testing data. With the change in standards, we have lost some progress monitoring tools that were in place previously. The progress monitoring tools allowed us to monitor student growth at a closer level than we currently have at Willston High School. We need to put practices in place to help create these progress monitoring tools that we once found successful.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.**      WHS will meet - or exceed state proficiency levels by 10% - in all content area courses through explicit and consistent research-based instruction.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** WHS will meet - or exceed state proficiency levels by 10% - in all content area courses through explicit and consistent research-based instruction. 1a

G071563

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	71.0
Bio I EOC Pass	70.0

**Resources Available to Support the Goal** 2

- AVID/WICOR Read 180 Collins Writing Read Assistant USA Test Prep Teach Like a Champion Strategies FAIR FCAT Explorer (11th and 12th Grade FCAT 2.0 Retake Students) Rosetta Stone Kahn Academy Core Curriculum Small Group Instruction Deliberate Professional Development to support the implementation of these resources.

**Targeted Barriers to Achieving the Goal** 3

- Through our EWS reporting system we have identified percentages of students who miss more than 18 days of school. Many of these students are also at-risk students not passing classes or state assessments.
- Motivation and mindset among our student body.
- Lack of vocabulary and background knowledge.

**Plan to Monitor Progress Toward G1.** 8

Content-Area LIA  
 FAIR  
 Quarterly Exams  
 Unit Exams  
 Skyward (attendance reports, behavior reports, and course grades)

**Person Responsible**

Lindsay Legler

**Schedule**

Quarterly, from 10/10/2015 to 4/17/2016

**Evidence of Completion**

Teachers will turn in results of exams to the Principal after thorough analyzation, other progress monitoring tools can be viewed and analyzed through our district's database Performance Matters. Data chats will be held with teachers to discuss student performance.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** WHS will meet - or exceed state proficiency levels by 10% - in all content area courses through explicit and consistent research-based instruction. **1**

 G071563

**G1.B1** Through our EWS reporting system we have identified percentages of students who miss more than 18 days of school. Many of these students are also at-risk students not passing classes or state assessments. **2**

 B186528

**G1.B1.S1** Mentoring students identified through EWS. **4**

 S197924

### Strategy Rationale

In order to keep these students in school we feel that they need to have relationships and rapport with adults on campus. Through our mentoring program we hope to build trust and accountability with these students that they have not perceived was there prior. In the past we have had great success with our seniors, we now hope to have this success extend down to other cohorts.

### Action Step 1 **5**

Assign students identified in EWS with mentor.

#### Person Responsible

Lindsay Legler

#### Schedule

On 9/8/2015

#### Evidence of Completion

PST agendas, actions plans, Skyward attendance, discipline, and grade reports, Data Chat forms

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Monthly collaboration and support for the mentors/mentees. Sign-in sheets from the monthly PST meetings will be collected, along with data chats forms signed by both the mentor and mentee.

**Person Responsible**

Lindsay Legler

**Schedule**

Monthly, from 9/8/2015 to 6/10/2016

***Evidence of Completion***

Sign-in sheets data chat forms skyward attendance, discipline, and grade reports.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

A reduction of students appearing on the EWS reports.

**Person Responsible**

Lindsay Legler

**Schedule**

Monthly, from 9/12/2015 to 6/10/2016

***Evidence of Completion***

Sign-in sheets data chat forms skyward attendance, discipline, and grade reports.

**G1.B2 Motivation and mindset among our student body.** 2

B186529

**G1.B2.S1 Increase instructional rigor and student engagement in core courses, CTE, and electives.** 4

S197925

**Strategy Rationale**

Employing collaboration, student engagement, and deeper thinking skills within classrooms students will be able to increase the achievement rates at Williston High School.

**Action Step 1** 5

Implement complex texts and content writing in every course on campus 1x per week.

**Person Responsible**

Lindsay Legler

**Schedule**

Weekly, from 8/24/2015 to 6/6/2016

**Evidence of Completion**

Lesson Plans, CWT, Student exemplars.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administration will complete regular lesson plan checks and conduct frequent classroom walkthroughs.

**Person Responsible**

Lindsay Legler

**Schedule**

Biweekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

lesson plans, CWTs

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Increase in student proficiency rates on the FSA and State EOCs.

**Person Responsible**

Jennifer Dola

**Schedule**

Annually, from 6/10/2016 to 6/10/2016

**Evidence of Completion**

State and district end of the year assessments.

**G1.B2.S2 Increase Motivation** 4

 S197926

**Strategy Rationale**

Improving the mindset and motivation of students and staff will instill a culture of excellence within our school.

**Action Step 1** 5

Williston High School will decrease course failure rates by reflecting on grading practices and will provide a targeted mentoring program for those individuals still struggling with course work.

**Person Responsible**

Lindsay Legler

**Schedule**

On 6/3/2016

**Evidence of Completion**



**Plan to Monitor Fidelity of Implementation of G1.B2.S2 6**

Teachers will implement strategies discussed in Mindset. Through Classroom walkthroughs administration will be able to determine the rate of implementation of the strategies.

**Person Responsible**

**Schedule**

Weekly, from 1/13/2016 to 6/10/2016

**Evidence of Completion**

Classroom walkthroughs, student exemplars, agenda boards.

**Plan to Monitor Fidelity of Implementation of G1.B2.S2 6**

The administration will collect mentoring logs and PLC documents after grading practice discussions to determine if students who were identified in need of mentors are improving their motivation, behavior, and grades while classes.

**Person Responsible**

Lindsay Legler

**Schedule**

Monthly, from 10/21/2015 to 6/10/2016

**Evidence of Completion**

Skyward, EWS course failure reports, mentoring logs

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Williston High School will see a decrease in our course failure rate by 10%.

**Person Responsible**

Lindsay Legler

**Schedule**

Quarterly, from 8/24/2015 to 8/24/2015

**Evidence of Completion**

Skyward failure reports.

**G1.B2.S3** Increase the use and fidelity of AVID strategies school-wide. 4

S197927

**Strategy Rationale**

The WICOR strategies are research-based and proven to increase student achievement and prepare students for college and career readiness.

**Action Step 1** 5

Use AVID-WICOR (writing, Inquiry, Collaboration, Organization, Reading) strategies school-wide to promote deeper thinking, student engagement, and collaboration.

**Person Responsible**

Jennifer Dola

**Schedule**

On 6/10/2016

***Evidence of Completion***

CWTs, lesson plans, student exemplars, professional development agendas and activity follow-up

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Administration and AVID site team will conduct classroom walkthroughs to identify AVID strategies being used, during professional development meeting teachers will bring collected evidence of these strategies being used in the classroom.

**Person Responsible**

Jennifer Dola

**Schedule**

Monthly, from 9/30/2015 to 6/10/2016

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7**

The administration will conduct walkthroughs to monitor for implementation and AVID site team will provide support to teachers. The AVID site team will conduct the professional development meetings and meet with teachers to support strategy implementation.

**Person Responsible**

Lindsay Legler

**Schedule**

On 8/17/2015

**Evidence of Completion**

Lesson Plans, CWTs, AVID CWTs, AVID site team meeting agendas, professional development sign-in logs, student and teacher surveys

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Assign students identified in EWS with mentor.	Legler, Lindsay	9/8/2015	PST agendas, actions plans, Skyward attendance, discipline, and grade reports, Data Chat forms	9/8/2015 one-time
G1.B2.S1.A1	Implement complex texts and content writing in every course on campus 1x per week.	Legler, Lindsay	8/24/2015	Lesson Plans, CWT, Student exemplars.	6/6/2016 weekly
G1.B2.S2.A1	Williston High School will decrease course failure rates by reflecting on grading practices and will provide a targeted mentoring program for those individuals still struggling with course work.	Legler, Lindsay	9/23/2015		6/3/2016 one-time
G1.B2.S3.A1	Use AVID-WICOR (writing, Inquiry, Collaboration, Organization, Reading) strategies school-wide to promote deeper thinking, student engagement, and collaboration.	Dola, Jennifer	8/17/2015	CWTs, lesson plans, student exemplars, professional development agendas and activity follow-up	6/10/2016 one-time
G1.MA1	Content-Area LIA FAIR Quarterly Exams Unit Exams Skyward (attendance reports, behavior reports, and course grades)	Legler, Lindsay	10/10/2015	Teachers will turn in results of exams to the Principal after thorough analyzation, other progress monitoring tools can be viewed and analyzed through our district's database Performance Matters. Data chats will be held with teachers to discuss student performance.	4/17/2016 quarterly
G1.B1.S1.MA1	A reduction of students appearing on the EWS reports.	Legler, Lindsay	9/12/2015	Sign-in sheets data chat forms skyward attendance, discipline, and grade reports.	6/10/2016 monthly
G1.B1.S1.MA1	Monthly collaboration and support for the mentors/mentees. Sign-in sheets from the monthly PST meetings will be collected, along with data chats forms signed by both the mentor and mentee.	Legler, Lindsay	9/8/2015	Sign-in sheets data chat forms skyward attendance, discipline, and grade reports.	6/10/2016 monthly
G1.B2.S1.MA1	Increase in student proficiency rates on the FSA and State EOCs.	Dola, Jennifer	6/10/2016	State and district end of the year assessments.	6/10/2016 annually

**Levy - 0091 - Williston High School - 2015-16 SIP**  
*Williston High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Administration will complete regular lesson plan checks and conduct frequent classroom walkthroughs.	Legler, Lindsay	8/17/2015	lesson plans, CWTs	6/10/2016 biweekly
G1.B2.S2.MA1	Williston High School will see a decrease in our course failure rate by 10%.	Legler, Lindsay	8/24/2015	Skyward failure reports.	8/24/2015 quarterly
G1.B2.S2.MA1	Teachers will implement strategies discussed in Mindset. Through Classroom walkthroughs administration will be able to determine the rate of implementation of the strategies.		1/13/2016	Classroom walkthroughs, student exemplars, agenda boards.	6/10/2016 weekly
G1.B2.S2.MA2	The administration will collect mentoring logs and PLC documents after grading practice discussions to determine if students who were identified in need of mentors are improving their motivation, behavior, and grades while classes.	Legler, Lindsay	10/21/2015	Skyward, EWS course failure reports, mentoring logs	6/10/2016 monthly
G1.B2.S3.MA1	The administration will conduct walkthroughs to monitor for implementation and AVID site team will provide support to teachers. The AVID site team will conduct the professional development meetings and meet with teachers to support strategy implementation.	Legler, Lindsay	8/17/2015	Lesson Plans, CWTs, AVID CWTs, AVID site team meeting agendas, professional development sign-in logs, student and teacher surveys	8/17/2015 one-time
G1.B2.S3.MA1	Administration and AVID site team will conduct classroom walkthroughs to identify AVID strategies being used, during professional development meeting teachers will bring collected evidence of these strategies being used in the classroom.	Dola, Jennifer	9/30/2015		6/10/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** WHS will meet - or exceed state proficiency levels by 10% - in all content area courses through explicit and consistent research-based instruction.

**G1.B2** Motivation and mindset among our student body.

**G1.B2.S1** Increase instructional rigor and student engagement in core courses, CTE, and electives.

### PD Opportunity 1

Implement complex texts and content writing in every course on campus 1x per week.

#### Facilitator

Jennifer Dola, Lindsay Legler, AVID Site team

#### Participants

WHS Faculty

#### Schedule

Weekly, from 8/24/2015 to 6/6/2016

**G1.B2.S3** Increase the use and fidelity of AVID strategies school-wide.

### PD Opportunity 1

Use AVID-WICOR (writing, Inquiry, Collaboration, Organization, Reading) strategies school-wide to promote deeper thinking, student engagement, and collaboration.

#### Facilitator

AVID Site Team

#### Participants

Williston High School Faculty

#### Schedule

On 6/10/2016

**Technical Assistance Items**

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**Budget**

<b>Budget Data</b>			
1	G1.B1.S1.A1	Assign students identified in EWS with mentor.	\$0.00
2	G1.B2.S1.A1	Implement complex texts and content writing in every course on campus 1x per week.	\$0.00
3	G1.B2.S2.A1	Williston High School will decrease course failure rates by reflecting on grading practices and will provide a targeted mentoring program for those individuals still struggling with course work.	\$0.00
4	G1.B2.S3.A1	Use AVID-WICOR (writing, Inquiry, Collaboration, Organization, Reading) strategies school-wide to promote deeper thinking, student engagement, and collaboration.	\$0.00
			<b>Total:</b> \$0.00