

School Board of Levy County

Williston Middle High School



2017-18 Schoolwide Improvement Plan

Williston Middle High School

350 SW 12 AVE, Williston, FL 32696

<http://www.levyk12.org/schools>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

**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 was approved by the Levy County School Board on 11/14/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Williston Middle High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Williston Middle High School is to build character, advance knowledge, and strengthen our community as students prepare for college and career success.

b. Provide the school's vision statement.

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

2. School Environment

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

Williston Middle High School offers several opportunities throughout the year for teachers and parents to communicate, interact, and learn from one another in various mediums. To start the school year, all parents and students are invited to attend our annual Title One meeting and open house. This is a time where our school expectations are stated as well as ways in which parents can support their student and the school. During this time they can meet administration, pick up schedules and have the opportunity to get any of their questions answered.

Throughout the year, we plan quarterly meetings for parents and students to disseminate information regarding graduation requirements, promotion requirements, and testing requirements. Teachers also hold parent conferences as well as make phone and email contact daily. We encourage all parents to log into Skyward daily and communicate with teachers through this medium as well.

Our current English curriculum 6-12 has a comprehensive instructional focus on understanding our own culture as well as understanding and respecting other cultures. This allows for rich conversations among teachers and students.

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

WMHS also involves students and parent participation through our AVID elective and AVID students. These students represent WMHS in many events and presentations to display stellar academic events, activities, and news that students at WMHS are involved in.

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

WMHS 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.

6. Support from the Levy County Sheriff's Office SRO
7. PBIS monitoring and incentives

c. 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.

WMHS operates under 3 basic principles. All other rules are based off of these; Attendance, Achievement, and Attitude. Discipline is consistently reinforced through an electronic referral system. Parental contact is made on most discipline incidents to ensure school and home communication and 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. After reviewing discipline data through our PBIS team, the team will create lessons addressing areas of concern within the student body. Teachers then present these lessons to the student body to review the Student Code of Conduct. We also review these as a faculty to problem solve areas of concern and decrease behavioral disruptions throughout the school day. There is a behavior matrix, also known as a progressive discipline chart, 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 pre-planning and conducts classroom management refreshers for teachers throughout the school year. The matrix addresses consequences for infractions against the Code of Conduct; the first infraction results in a student warning and a conversation about correcting behavior in the future. The second infraction results in lunch detention, time-out, or loss of privilege along with a student conference with both student and parent to discuss academics and behavioral improvements. The third infraction will result in an assignment to in-school-suspension, or another consequence resulting in a loss of a student's time. We continue with counseling the students to train the expected behaviors. If the referrals continue we will continue with the progressive discipline through out-of-school suspension.

d. 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.

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

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 monthly.
5. School Social Worker is involved during IEPs and parent conferences to address student needs.
6. All guidance counselors are trained in crisis intervention and how to assist students through their counseling needs.
7. Children's home society comes to WMHS to provide counseling services to students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Williston Middle High School's 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.

WMHS also identifies students who have been in in-school or out-of-school suspension more than two times. These students are mentored through the Check and Connect process 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 recognized improved behavior of these identified individuals. Students are placed on tiers based on their level of need. Students that are in Tier 1 check in weekly and are praised for their improvements and receive specific awards for maintaining and displaying appropriate behaviors. Students that are in Tier 2 are met with several times throughout the week to monitor and discuss behaviors and necessary for academic success. Students are rewarded when they meet their individual goals. Students that are in check-in with an assigned mentor 2 times throughout the day to discuss successes and areas for improvement during the day. Teachers fill out behavior charts to communicate behaviors during each period throughout the day. Parents are then required to sign they points sheet nightly. When students meet their individualized goals they are rewarded.

WMHS 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, Read 180, and/or Achieve 3000. Students scoring a level 1 and 2 have been invited to tutoring sessions during the school day, before school or after school. Students scoring a Level 1 on the State Algebra 1 EOC are placed in an intensive math class during their sophomore year. Level 1 and Level 2 math students are invited to participate in after school tutoring provided by the middle and high school math teachers. Middle school teachers are using the iready curriculum to support their identified tutoring students. High School teachers are using Algebra Nation.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	26	21	32	29	34	66	25	233
One or more suspensions	0	0	0	0	0	0	19	52	64	49	36	31	20	271
Course failure in ELA or Math	0	0	0	0	0	0	32	30	34	32	12	32	15	187
Level 1 on statewide assessment	0	0	0	0	0	0	31	30	25	30	43	52	14	225

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	60	92	94	66	86	118	81	597

c. 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 2.0 GPA are assigned mentors. Mentors volunteer to monitor these students 6th-12th.

Our part time graduation coach helps to identify high school students in danger of not graduating. We are able to monitor their early warning indicators and intervene earlier as red flags are raised.

Students are identified through Project 10 support and the ESE office that help support our identification of each EWS students.

We have also implemented a check and connect mentoring program for students who display the early warning indicators. These students meet with a mentor to discuss and find solutions for their disengagement from school. It allows them to have a person on faculty to talk to.

Middle school teachers meet on a weekly basis to discuss students of concern with the team and administrators. They discuss solutions for students of concern and make referrals to the guidance department to students in need of higher services such as counseling or interventions, the process can begin.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. 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 strives to incorporate high yield communication strategies to increase parental involvement through a variety of ways; parent meetings, conferences, and activities scheduled throughout the academic school year. Teachers hold parent - teacher conferences 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, planner 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: WMHS webpage which is updated weekly, school newsletter that is distributed bi-monthly, WMHS Facebook page updated daily, and student handbooks which include a yearly calendar, school rules and district policies. Parents have access to Skyward (our academic data system) where grades and email communication can take place daily. Parents without internet or computers have access to school computers in our media center at least once a week.

2. 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 are many partnerships between the local community and Williston Middle 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, FBLA, JROTC, AVID, HOSA), 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 at Senior Scholarship Night. Community members are willing to be guest speakers in our classes and are given the opportunity to introduce athletes at the start of home games. 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 (food drives, clay shoots, toy drives, yard clean-up days) Our local hospital (Regional General Hospital), Williston Care Center, and Good Samaritan allow our students to complete their practicums within their businesses. The Levy County Schools Foundation is a strong partner, providing classroom grants and scholarships.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Legler, Lindsay	Principal
Dola, Jennifer	Teacher, K-12
Gabriel, Chloe	Assistant Principal
McCarthy, Timothy	Assistant Principal
Philpot, Amber	Teacher, K-12
Roldan, Arelis	Teacher, K-12
Taylor, Tanya	Teacher, K-12
Hughes, Valree	Teacher, K-12
Handley, Jennifer	Teacher, K-12
Cruz, Katia	Teacher, K-12

b. Duties

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

Administration uses collaborative processes for faculty to work together to improve instruction and ensures that professional development is ongoing throughout the school year. Every meeting administration holds with faculty, data is the focus and the driving force for discussions, professional development, and instruction design. Through walk-throughs and formal observations, administration provides feedback and tailors professional development to the individual needs of the teachers. Monthly Lead Team meetings, faculty meetings and PST meetings are facilitated by administration and 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. Lead team members meet with administration monthly and provide input based on their content area/grade levels. Lead team members also meet back with their respective teams and provide professional development and/or support each other with lesson planning. Our reading coaches support our teachers by providing push-in support, pull data, provide small group and whole group professional development and model best instructional practices in their model classrooms for one period everyday.

2. 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 2016-2017 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 coaches also supports our teachers by providing push-in support, modeling instructional practices to best meet the needs of our students and serving as a model classroom for the first two periods of everyday.

This year our school has implemented AVID strategies school-wide. 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 expectations within their classrooms.

Teachers are provided with not only core curricular materials for courses offered at Williston Middle High School, but also supplemental curriculums; iReady, Reading Assistant, Read 180, Rosetta Stone, USA Test Prep, Algebra Nation, Kahn Academy, Achieve 3000, Triumph Learning, and class sets of novels for multiple content areas.

Williston Middle High School receives Title 1 funds that are used to provide support for the teachers and students throughout the 2017-2018 school year:

- Professional Development through-out the school year
- AP and AVID training through-out the school year
- Tutoring in ELA or Math through-out the school year
- Parental Involvement; Data chats and Quarterly Family Nights

Persons Responsible:

Jennifer Dola & Amber Philpot - both Reading Coaches provide professional development once a month to either the faculty, content area(s) and/or grade levels based on WMHS' data driven needs assessment.

All WMHS teachers are asked and those that are willing to tutor throughout the year will tutor twice a week, utilizing research based materials/curriculum to support the needs of students needing tutoring.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lindsay Legler	Principal
Chloe Gabriel	Principal
Timothy McCarthy	Principal
Scarlett McGowan	Education Support Employee
Melissa Epperson	Parent
Patty Griffith	Parent
Charon Croft	Parent
Patty Coleman	Parent
Mary Sesito	Parent
Catrina Sistrunk	Parent
Missy Maguire	Business/Community
	Student
Emily Hancock	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Mrs. Legler presented available 2016-2017 data to the SAC committee in August 2017. After the data was presented she explained how the data drives the goals for the SIP. 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 2017-2018 school year were made.

b. 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 Middle 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.

c. Preparation of the school's annual budget and plan

Each year the administration looks at the allocated school house budget for Williston Middle 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 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dola, Jennifer	Instructional Coach
Legler, Lindsay	Principal
Gabriel, Chloe	Assistant Principal
Philpot, Amber	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 high school 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.

Our middle school students create advertisements during literacy week of individual novels they have read. These are displayed in the school media center and in classrooms to promote literacy. Students will also read and be rewarded to selected reading accomplishments during this week.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers will be working in content meetings across the grade levels. They will meet once a month as a group to discuss and identify on-going trends within the grade level and across grade levels. All grade levels meet monthly to collaborate on house keeping issues such as discipline, field trips, etc. Our reading coaches meet weekly with each English teacher to help in the preparation and delivery of research-based instructional practices.

Administration and reading coaches meet once a month to discuss teachers that are in need of more

support based on walk-thrus and observations and to review data from the reading coaches' model classrooms. The lead team meets once a month to discuss school-wide issues and trends.

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

Williston Middle High School makes a concerted effort to recruit certified-in-field, and effective teachers. In this effort, administration attends local career fairs held by both the universities and affiliated educational consortiums. Williston Middle 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 have had three years of teaching experience, 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. The mentors are selected according to the needs of the mentees - lesson planning, classroom management, and area of instruction. Many of the mentors are certified and teach the same content area as the mentee, however we do not limit the availability of mentors to just the area of certification.

Administration meets with the mentors and discuss areas of need for the mentees, then meet with the mentees to discuss areas in need of support. For example, classroom management, planning, instructional strategies. We also have the opportunity through the educational foundation to bring an outside mentor into the school to support our brand new teachers.

3. 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. WMHS tries to match like personality traits as well as like academic courses when selecting mentors for mentees.

All new teachers will take part in a book study, Tools for Teaching, by Fred Jones facilitated by administration. This book study discusses effective discipline practices, best instructional practices and motivation ideas. All of our new teachers are also participating in the New Teacher Cadre provided by the district. This cadre is set up for new teachers to meet with each other as well as meet other new teachers throughout the district. They are given different supports based on individual needs. Administration also ensures that at least one classroom walk through is conducted daily and provides specific feedback on what was observed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

WMHS teachers follow a district created curriculum map that has incorporated the core instructional programs with the Florida Standards. Staff from all schools in the district meet annually to review the curriculum map and make adjustments according to the needs of students. The district has also created district level cadres to support teachers within their content area. They help support one another during their meetings by helping provide resources, review standards, and use data to drive their instruction.

Administration conducts walkthroughs of classrooms at WMHS daily to ensure that teachers are keeping pace with the curriculum maps. WMHS teachers and administration meet monthly with grade level teams, the lead team and PST to discuss instructional needs and practices. Teachers are also required to post Florida Standards, lesson essential questions and objectives in the classrooms and in their lesson plans in a common board configuration.

Faculty meetings are conducted two times per month, during these faculty meetings teachers participate in data collection, disaggregation, and professional development to address identified needs within school and district level data. For example, test results and classroom walkthroughs indicate that engagement and higher level questioning are areas in need of improvement.

b. Instructional Strategies

1. 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 and iReady diagnostic, 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 to meet individual student needs. Paraprofessionals work with small groups of students to aide with instruction.

WMHS has several programs that administer to individualize instruction for students. For example, Read 180, Reading Assistant, USA Test Prep, Achieve 3000, Newsela and iReady. These programs allow all students to receive the same content, yet at a level that is accessible for each of them.

2. 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: After School Program

Minutes added to school year: 4,800

After school tutoring will take place beginning mid-October and ending in mid-April. Certified teachers, in the area of ELA and Math, will tutor for two hours, after school. The students identified to receive tutoring are those who scored a level 1 or 2 on the FSA or those performing below grade level on iReady diagnostic 1.

Strategy Rationale

Tutoring will support students in need of remediation in either ELA or Math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hunt, Chloe, chloe.hunt@levyk12.org

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

Progress monitoring that will be analyzed and collected for the high school students is the FAIR Reading Comprehension Task (RCT) score. We will look at the RCT score from the first FAIR to the last administration of the FAIR. The goal is for their score to increase by 10 percent. Progress monitoring that will be analyzed and collected for the middle school students is Math and ELA iReady diagnostic (1-3). The goal is for students to increase by at least two levels from diagnostic 1 to diagnostic 3.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

WMHS monitors student cohorts and meets with students to understand their individual needs while enrolled at WMHS. Credit checks are conducted on every student at WMHS to ensure that they are enrolled in appropriate courses required for graduation. A half-time graduation coach will provide additional counseling and support for students. The graduation coach will monitor juniors and seniors very carefully, provide individual counseling, progress monitor students enrolled in credit retrieval and assist with coordinating Parent Night events and communication between the school and the parents. We also provide support for graduating seniors by hosting colleges and universities to help students enroll in their institution and provide guidance on how to apply for financial support once they enter post secondary.

WMHS meets with 8th grade students to discuss necessary promotion requirements from middle to high school. They will create a plan for high school and post secondary goals.

WMHS will host a 6th grade welcome orientation during the spring that will include presentations on various programs, including CTE programs, and outline expectations for all students. This same day, during the evening, WMHS will host an open house just for incoming 6th graders to provide an ease of transition for both students and parents.

WMHS will create a school transition team for middle school students. This team will work with students and parents to focus on a student's transition from 5th to 6th grade starting the second semester of the 2017-2018 school year. The team will highlight lessons with 5th graders focusing on the Social/Emotional, Organizational/Environmental, Academic, Developmental, College and Career Awareness. Many of our students start to see an increase in Early Warning Indicators for students starting in the 6th grade. Through building a strong transition program students will continue to move their learning forward as they enter the sixth grade.

b. College and Career Readiness

1. 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 Middle 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. Through the districts partnership with the College of Central Florida and Santa Fe College our CTE students have the opportunity to earn articulated college credit and to participate in campus tours. 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.

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

Williston Middle 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. WMHS 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. The certifications that are available for our students include Horticulture Production Certification through the Florida Nursery Growers and Landscape Association, Agriculture Biotechnology and Agriculture Production Technician through Florida Farm Bureau, Microsoft Office Specialist, Adobe Creative Cloud Photoshop, Adobe Flash, Adobe Dreamweaver, and Certified Nursing Assistant. For the 2017-2018 school year two new certifications are being added; CIW Internet Business Associate for our Digital Information Technology students and Agriculture Associate Certification for the students enrolled in Agriculture Foundations. 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 Middle 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.

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

WMHS continues to provide opportunities for our career and technical education teachers and our core content teachers to bridge core academic standards within CTE courses and vice-versa by doing

the following: forming cross disciplinary content teams, professional development on research-based instructional strategies, professional development on the Danielson rubric (used with all classes) and fostering CTE and core content teacher collaboration.

A representative team of WMHS teachers meet with 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.

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.

WMHS will also offer college/career fairs as a means of providing additional information regarding requirements needed for the post secondary 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 Middle High School administered the PERT to qualified 10th and 11th grade students.

4. 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.

WMHS 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. We have also increased our Dual Enrollment participation and course offerings.

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Points of strength can be observed in state end of course exam data through the social sciences and biology courses. The curriculum in these courses have tied directly to the state standards and taught to the rigor of the item specs. Areas of need is increase in rigor and standards based instruction in all ELA classes 6-10.

B. 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.

Our of area of need is a consequence of staff turnover in both high school and middle school ELA classes. This resulted in a lack of standard knowledge and research based instructional practices.

C. Strategic Goals

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.** WMHS 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

G098838

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	70.0
FSA ELA Achievement	50.0
ELA/Reading Lowest 25% Gains	45.0
FSA Mathematics Achievement	50.0
Math Lowest 25% Gains	45.0

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 engagement among our student body.
- Lack of vocabulary and background knowledge.

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID/WICOR Read 180 Read Assistant USA Test Prep FAIR Rosetta Stone Kahn Academy Core Curriculum Small Group Instruction Deliberate Professional Development to support the implementation of these resources. Core Connections I-Ready

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Chloe Gabriel

Schedule

Quarterly, from 10/10/2017 to 4/17/2018

Evidence of Completion


Teachers will turn in results of exams to the Principal after thorough analysis, 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. WMHS will meet - or exceed state proficiency levels by 10% - in all content area courses through explicit and consistent research-based instruction. **1**

 G098838

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**

 B266039

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

 S281981

Strategy Rationale

In order to keep these students in school 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 previously.

Action Step 1 **5**

Students with 3 or more EWS indicators, according to Performance Matters, will be assigned a mentor.

Person Responsible

Timothy McCarthy

Schedule

On 9/29/2017

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. Guidance counselors and graduation coach will help to monitor the progress of these students.

Person Responsible

Timothy McCarthy

Schedule

Monthly, from 9/29/2017 to 5/25/2018

Evidence of Completion

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

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

There will be a 10% reduction in the number of students with 3 or more indicators from September 29, 2017 - May 15, 2018.

Person Responsible

Timothy McCarthy

Schedule

Monthly, from 9/29/2017 to 5/16/2018

Evidence of Completion

EWS data from Performance Matters

G1.B2 Motivation and engagement among our student body. 2

B266040

G1.B2.S1 Increase the percentage of classrooms that are implementing WICOR strategies with high fidelity, as evidence through CWT's and formal observations. 4

S281982

Strategy Rationale

Improve and increase collaboration, student engagement, and deeper thinking skills (WICOR Strategies) within classrooms.

Action Step 1 5

Members of the AVID team will deliver professional development on how to implement WICOR strategies into their daily instruction to all staff members.

Person Responsible

Tanya Taylor

Schedule

Daily, from 9/29/2017 to 4/27/2018

Evidence of Completion

CWT evidence on TNL of WICOR strategies and formal observations on the Danielson Rubric.

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

1. 50% or more of lesson plans will include WICOR strategies, as evidence from monthly lesson plan checks.
2. 50% or more of informal and formal CWT's will include high fidelity implementation of WICOR strategies, monitored on a monthly basis.

Person Responsible

Chloe Hunt

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

lesson plans, CWTs

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

The percent of formal CWT's and observations indicating that Domain 3, component C, of the Danielson rubric will increase by 25% from CWT quarter 2 data to CWT quarter 4 data.

Person Responsible

Chloe Gabriel

Schedule

Quarterly, from 10/17/2017 to 5/4/2018

Evidence of Completion

State and district end of the year assessments.

G1.B3 Lack of vocabulary and background knowledge. 2

 B266041

G1.B3.S1 Teachers will participate in vocabulary professional development conducted by our reading coaches using Janet Allen and AVID vocabulary strategies. 4

 S281983

Strategy Rationale

Teachers will be given vocabulary strategies to incorporate into their classroom instruction. Through data disaggregation we have determined that vocabulary is a point of weakness 6th-12th.

Action Step 1 5

Professional Development focusing on Vocabulary Instruction through the content areas.

Person Responsible

Jennifer Dola

Schedule

Monthly, from 10/4/2017 to 5/23/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

High fidelity anchor Charts will be displayed, student exemplars and instructional strategies for vocabulary will be demonstrated in 80% or more of observed classroom lessons.

Person Responsible

Jennifer Dola

Schedule

Weekly, from 10/10/2017 to 5/29/2018

Evidence of Completion

lesson plans, student exemplars

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

There will be a 10% increase in vocabulary proficiency using the FAIR, Acheive 3000, and Read 180, from baseline to final.

Person Responsible

Jennifer Dola

Schedule

Quarterly, from 9/5/2017 to 5/29/2018

Evidence of Completion

We will collect data from the progress monitoring tools available to us; Achieve 3000, Read 180, and FAIR.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A380499	Students with 3 or more EWS indicators, according to Performance Matters, will be assigned a...	McCarthy, Timothy	9/29/2017	PST agendas, actions plans, Skyward attendance, discipline, and grade reports, Data Chat forms	9/29/2017 one-time
G1.MA1 M412801	Content-Area LIA FAIR Quarterly Exams Unit Exams Skyward (attendance reports, behavior...	Gabriel, Chloe	10/10/2017	Teachers will turn in results of exams to the Principal after thorough analysis, 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.	4/17/2018 quarterly
G1.B2.S1.A1 A380500	Members of the AVID team will deliver professional development on how to implement WICOR strategies...	Taylor, Tanya	9/29/2017	CWT evidence on TNL of WICOR strategies and formal observations on the Danielson Rubric.	4/27/2018 daily
G1.B2.S1.MA1 M412797	The percent of formal CWT's and observations indicating that Domain 3, component C, of the...	Gabriel, Chloe	10/17/2017	State and district end of the year assessments.	5/4/2018 quarterly
G1.B1.S1.MA1 M412795	There will be a 10% reduction in the number of students with 3 or more indicators from September...	McCarthy, Timothy	9/29/2017	EWS data from Performance Matters	5/16/2018 monthly
G1.B3.S1.A1 A380501	Professional Development focusing on Vocabulary Instruction through the content areas.	Dola, Jennifer	10/4/2017		5/23/2018 monthly
G1.B1.S1.MA1 M412796	Monthly collaboration and support for the mentors/mentees. Sign-in sheets from the monthly PST...	McCarthy, Timothy	9/29/2017	Sign-in sheets data chat forms skyward attendance, discipline, and grade reports. Guidance Meeting logs	5/25/2018 monthly
G1.B2.S1.MA1 M412798	1. 50% or more of lesson plans will include WICOR strategies, as evidence from monthly lesson plan...	Hunt, Chloe	8/10/2017	lesson plans, CWTs	5/25/2018 biweekly
G1.B3.S1.MA1 M412799	There will be a 10% increase in vocabulary proficiency using the FAIR, Acheive 3000, and Read 180,...	Dola, Jennifer	9/5/2017	We will collect data from the progress monitoring tools available to us; Achieve 3000, Read 180, and FAIR.	5/29/2018 quarterly
G1.B3.S1.MA1 M412800	High fidelity anchor Charts will be displayed, student exemplars and instructional strategies for...	Dola, Jennifer	10/10/2017	lesson plans, student exemplars	5/29/2018 weekly

V. Professional Development Opportunities

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

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

G1.B3 Lack of vocabulary and background knowledge.

G1.B3.S1 Teachers will participate in vocabulary professional development conducted by our reading coaches using Janet Allen and AVID vocabulary strategies.

PD Opportunity 1

Professional Development focusing on Vocabulary Instruction through the content areas.

Facilitator

Jennifer Dola and Amber Philpot

Participants

WMHS Instructional and Support Staff.

Schedule

Monthly, from 10/4/2017 to 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students with 3 or more EWS indicators, according to Performance Matters, will be assigned a mentor.	\$0.00
2	G1.B2.S1.A1	Members of the AVID team will deliver professional development on how to implement WICOR strategies into their daily instruction to all staff members.	\$0.00
3	G1.B3.S1.A1	Professional Development focusing on Vocabulary Instruction through the content areas.	\$0.00
Total:			\$0.00