

School Board of Levy County

Williston Middle High School



2018-19 Schoolwide Improvement Plan

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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) High School 6-12	2017-18 Title I School Yes	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 82%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 40%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

School Board Approval

This plan was approved by the Levy County School Board on 10/9/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Slomp, Joshua	Principal
Dola, Jennifer	Teacher, K-12
Cribbs, Hillary	Assistant Principal
Westfall, Dorenda	Assistant Principal
Philpot, Amber	Teacher, K-12
Cruz, Katia	Teacher, K-12
Myhree, Amanda	School Counselor
Nivala, Kimberly	Teacher, Career/Technical
Gowland, Bobbie	Teacher, K-12
Spradling, Patricia	Teacher, K-12
Davis, Catherine	Teacher, K-12
Hawkins, Benjamin	Dean
Smith, James	Dean

Duties

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.

Early Warning Systems

Year 2017-18

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	24	34	20	21	29	41	26	195
One or more suspensions	0	0	0	0	0	0	81	51	39	44	49	27	34	325
Course failure in ELA or Math	0	0	0	0	0	0	22	35	18	20	20	18	13	146
Level 1 on statewide assessment	0	0	0	0	0	0	38	76	52	28	43	31	13	281

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	116	141	113	111	126	124	98	829

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	7	14	11	0	0	16	2	50
Retained Students: Previous Year(s)	0	0	0	0	0	0	5	7	6	0	0	18	4	40

Date this data was collected

Wednesday 8/29/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Achievement and Math Learning Gains- trending over the last three years. 8th grade Math specifically- 21% proficient.

Which data component showed the greatest decline from prior year?

Math Achievement- 8th grade; Cohort in 8th grade declined 35%, 16% same grade

Which data component had the biggest gap when compared to the state average?

ELA Achievement, specifically 6th grade 27% difference; 8th grade Math- 24% difference

Which data component showed the most improvement? Is this a trend?

ELA Learning Gains- increased by 10%. This area has been inconsistent over the last four years. However, bottom quartile ELA gains is showing a trend of increasing each year. Science Achievement- increased by 12% This area has also been inconsistent and not trending.

Describe the actions or changes that led to the improvement in this area.

Our ELA Learning Gains had a 10% improvement. The teacher that was in that position last year is a big reason for the gains in 9th grade. He is highly effective, consistent, and engaging. The year before we

had three different teachers and many subs in that position, so there was nowhere to go but up as far as growth.

We also have better handle on the expectations for the reading students and retake students and we have been more organized in preparing the students for the FSA. Also, Achieve 3000 is a good program that we use with our Level 1 HS students. In the area of Science, our 8th grade Science teacher used Mastery Connect to keep a pulse on how her students were performing.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	39%	0%	56%	44%	44%	52%
ELA Learning Gains	48%	0%	53%	42%	42%	46%
ELA Lowest 25th Percentile	42%	0%	44%	34%	34%	38%
Math Achievement	43%	0%	51%	42%	42%	43%
Math Learning Gains	45%	0%	48%	37%	37%	39%
Math Lowest 25th Percentile	40%	0%	45%	33%	33%	38%
Science Achievement	55%	0%	67%	62%	62%	65%
Social Studies Achievement	66%	0%	71%	73%	73%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	24 (26)	34 (21)	20 (32)	21 (29)	29 (34)	41 (66)	26 (25)	195 (233)
One or more suspensions	81 (19)	51 (52)	39 (64)	44 (49)	49 (36)	27 (31)	34 (20)	325 (271)
Course failure in ELA or Math	22 (32)	35 (30)	18 (34)	20 (32)	20 (12)	18 (32)	13 (15)	146 (187)
Level 1 on statewide assessment	38 (31)	76 (30)	52 (25)	28 (30)	43 (43)	31 (52)	13 (14)	281 (225)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	25%	35%	-10%	52%	-27%
	2017	37%	38%	-1%	52%	-15%
Same Grade Comparison		-12%				
Cohort Comparison						
07	2018	32%	41%	-9%	51%	-19%
	2017	35%	37%	-2%	52%	-17%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				
08	2018	50%	48%	2%	58%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	37%	40%	-3%	55%	-18%
Same Grade Comparison		13%				
Cohort Comparison		15%				
09	2018	42%	40%	2%	53%	-11%
	2017	33%	35%	-2%	52%	-19%
Same Grade Comparison		9%				
Cohort Comparison		5%				
10	2018	39%	38%	1%	53%	-14%
	2017	39%	38%	1%	50%	-11%
Same Grade Comparison		0%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	38%	41%	-3%	52%	-14%
	2017	36%	39%	-3%	51%	-15%
Same Grade Comparison		2%				
Cohort Comparison						
07	2018	49%	56%	-7%	54%	-5%
	2017	56%	49%	7%	53%	3%
Same Grade Comparison		-7%				
Cohort Comparison		13%				
08	2018	21%	38%	-17%	45%	-24%
	2017	37%	35%	2%	46%	-9%
Same Grade Comparison		-16%				
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	50%	44%	6%	50%	0%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	58%	58%	0%	65%	-7%
2017	58%	58%	0%	63%	-5%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	70%	73%	-3%	71%	-1%
2017	58%	68%	-10%	69%	-11%
Compare		12%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	66%	-6%	68%	-8%
2017	69%	73%	-4%	67%	2%
Compare		-9%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	44%	44%	0%	62%	-18%
2017	55%	54%	1%	60%	-5%
Compare		-11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	46%	48%	-2%	56%	-10%
2017	61%	65%	-4%	53%	8%
Compare		-15%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	40	42	16	36	33	35	37		87	38
ELL	11	37	33	11	31	36					
BLK	16	26	25	19	30	28	17	29		73	38
HSP	30	46	41	34	40	39	52	65		78	67
MUL	44	50		38	50						
WHT	48	55	57	53	52	48	65	77	45	86	52
FRL	33	43	39	38	43	38	49	65	32	73	38
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	29	30	18	31	27	16	26		85	14
ELL	14	14		25	47						
BLK	14	33	32	23	36	31	16	30		81	35
HSP	28	36	42	40	47	45	34	70		83	42
MUL	33	35		47	50			50			

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	45	41	35	57	51	28	55	78	31	82	42
FRL	29	37	34	42	47	36	35	62	23	78	38

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Reading proficiency on FSA

Rationale ELA achievement/proficiency is 39% and is significantly below the state average of 56%. It is the lowest proficiency area at WMHS.

Intended Outcome WMHS would like to increase ELA achievement and proficiency from 39% to 50% based on FSA ELA.

Point Person Joshua Slemp (joshua.slemp@levyk12.org)

Action Step

Description

Monthly data chats with Intensive Reading Teachers, ELA teachers specifically about level 1s and 2s they are serving. At these data chats we will review progress monitoring data (weekly/biweekly ELA assessments, STAR, Achieve 3000 data points, Read 180 data points, UpSmart lesson work, Retake results). WOW nights- Working on the Work nights, where teachers collaboratively plan with peers for the units ahead. At these nights administration, coaches, and teachers will review data, evaluate where they are in alignment with district maps, examine the standards for upcoming units, and plan for assessments.

Person Responsible Hillary Cribbs (hillary.cribbs@levyk12.org)

Plan to Monitor Effectiveness

Description

School Grade Target, CNA, Classroom walkthroughs and formal observations to check for effective implementation of the standards and the district curriculum maps, Lesson plans will also be checked by administration weekly/biweekly; Progress monitoring data

Person Responsible Joshua Slemp (joshua.slemp@levyk12.org)

Activity #2

Title Math proficiency on FSA and Algebra 1 EOC

Rationale Math achievement/proficiency is 43% and is significantly below the state average of 51%.

Intended Outcome WMHS would like to increase Math achievement and proficiency from 43% to 53% based on FSA Math and the Algebra 1 EOC.

Point Person Joshua Slemp (joshua.slemp@levyk12.org)

Action Step

Description Monthly data chats with Intensive MS Math teachers and Algebra 1 teachers specifically about level 1s and 2s and students who have yet to pass Algebra 1 EOC that they are serving. At these data chats we will review progress monitoring data (weekly/biweekly Math assessments, STAR data, Achieve 3000 data points, UpSmart lesson work, Retake results). WOW nights- Working on the Work nights, where teachers collaboratively plan with peers for the units ahead. At these nights administration, coaches, and teachers will review data, evaluate where they are in alignment with district maps, examine the standards for upcoming units, and plan for assessments. Invite 5th grade math teachers to join planning sessions to discuss how to close gaps, as state test reporting categories are very different from 5th to 6th.

Person Responsible Hillary Cribbs (hillary.cribbs@levyk12.org)

Plan to Monitor Effectiveness

Description School Grade Target, CNA, Classroom walkthroughs and formal observations to check for effective implementation of the standards; Lesson plans will also be checked by administration weekly/biweekly; Progress monitoring data

Person Responsible Joshua Slemp (joshua.slemp@levyk12.org)

Activity #3

Title	Attendance of Students
Rationale	195 students had below a 90% attendance rate during the 2017-18 school year.
Intended Outcome	WMHS would like to reduce students missing 90% of instructional time by 10%. (About 20 students).
Point Person	Joshua Slemp (joshua.slemp@levyk12.org)

Action Step

Description	A "perfect attendance" report will be generated each month and students will earn an incentive. Attendance reminders, rewarded students, and data will be posted on school Facebook and remind. Tardy contracts will be put in place for students with excessive tardies (5-10).Attendance tattletale report will be generated daily, and admin will follow up with teachers not taking attendance for each period.
Person Responsible	Hillary Cribbs (hillary.cribbs@levyk12.org)

Plan to Monitor Effectiveness

Description	CNA, Daily attendance reports will show an increase in attendance; Tattletale reports will show that teachers are taking attendance for each period; CNA performance matters data used for principal's meetings/generated monthly/bimonthly will show an increase in attendance, evaluating students on tardy contracts, fewer discipline referrals generated for tardies (discipline reports), tardy reports generated weekly will show fewer students are tardy
Person Responsible	Hillary Cribbs (hillary.cribbs@levyk12.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

We believe that a partnership must exist between our parents and our school in order to gain academic and social success. Williston Middle 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, Remind messages are sent to staff, parents, students 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.

PFEP Link

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

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.
8. Outside mentoring programs provided to students through Unity Family/JBU Mentors and The Levy Prevention Coalition

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.

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.

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 2019-19 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 Semester Family Night

IDEA funds support school personnel to provide services to students with disabilities, curriculum , supplies. And Professional Development. Additional support provided to the school are but not limited to CARD, VR, Regional Local Assistive Technology Specialist, MTSS/Rtl State Project, SEDNET and PS/ Rtl Technology & Learning Connections.

Title I, Part C: The migrant liaison coordinates with Title I, district, school administration and other programs to ensure student needs are met.

Title II, Part A: Professional development is provided to administrators and teachers; Standards Institute, Summer Leadership, Explicit Reading Instruction, Technology in the classroom, Evaluation support system and/or Advanced Placement (AP) Institutes.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. An ESOL paraprofessional is provided once the school has reached 15 ESOL/LY students. The district provides tutoring for ELL students once a week while their parents access use of the Rosetta Stone Program to acquire English skills.

Title IV: Services are provided through the district that support a well-rounded education, safe and healthy school conditions and the effective use of technology. Under Well-Rounded Education (ESEA section 4107) the district has provided STEAM materials/ equipment (emphasis on Math, Science and Art) to all Art classes and 5th grade Math and Science classes. Under Safe and Healthy Schools (ESEA section 4108) a bridge program has also been established between elementary and middle schools to ensure a smooth transition for our 5th grade students entering into 6th grade. The district has purchased Impero Education Software in order to provide and increase the capacity to monitor online safety for all of our students. Also with these funds, Levy County has partnered with the Levy County Prevention Coalition to provide students with a mentoring program that focuses on youth conflict resolution skills, life skills and support with career/life goals. Under Effective Use of Technology (ESEA section 4109) the district is providing Google Classroom professional development to assist interested classroom teachers.

Title IX: The district homeless liaison and social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act. Our school social worker provides transportation and collaborates with local social services to provide support.

Persons Responsible:

Jennifer Dola & Amber Philpot (Reading Coaches), along with administration

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.

Part V: Budget

Total:	\$0.00
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