

Williston High School

427 W NOBLE AVE, Williston, FL 32696

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

32%

Alternative/ESE Center

No

Charter School

No

Minority

36%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	B

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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
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

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.

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 Assistant 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 recognized 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.

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?

No

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

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

Name	Title
Gibbs, Eulin	Principal
Legler, Lindsay	Assistant 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.

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, 5 of our teachers participated in a Collins Writing training this past summer. They have come back from the training and provided professional development to rest of the staff. The district will offer more training during our district PD day at the end of October. Teachers are participating in a book study, "Teach Like a Champion". 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 (11th and 12th grade Retake Students), Algebra Nation, Kahn Academy, class sets of novels for multiple content areas.

Levy County School District provides funds that will be used to provide support for the teachers and students throughout the 2014-2015 school year.

- PD-through school year and summer
- AP and AVID training (summer or school year)
- Extra hour supplement for zero period for Dual enrollment (2 people)
- 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, Eulin Gibbs, and Lindsay Legler (use problem solving materials from meetings to determine area of focus for WHS)

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Irene Krause	Parent
Joyce Williams	Parent
Cecilia Edwards	Parent
Hydeia Bostic	Student
Carolyn Bostic	Parent
Amber Whitehurst	Parent
Van Whitehurst	Business/Community
	Student
Eulin Gibbs	Principal
Lindsay Legler	Teacher

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 2013-2014 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 2013-2014 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 2014-2015 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.

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, funds provided by the School District of Levy County will help to support the professional development needs of the school.

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

Identify the name, email address and position title for each member of the school-based LLT.:

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

Duties

Describe how the LLT promotes literacy within the school

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.

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.

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, FCAT Explorer (11th and 12th grade FCAT 2.0 Retake Students), and several other programs are used in order to meet the student at his/her reading level. 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: 9,000

In effort to increase instructional delivery and student engagement instructional time was increased by 9000 minutes in order to improve student scores. Students attend 6, 60 minute periods throughout the day, with an additional optional block. This optional block allows students to attend dual enrollment classes through the local college with which we have an articulation agreement.

Through Classroom walkthroughs teachers are monitored for fidelity within curriculum that has been adopted by the district. Teachers are also expected to use best practices and strategies to meet the various needs within the district. These methods are observed and documented through lesson plans.

Teachers are also expected to meet regularly with their department members to discuss needs, resources, and instructional tools for the department. Teachers will also be expected to participate in Professional Learning Committees with a focus on Lesson Study several times throughout the year.

Professional development is created based on data results. The development will focus on areas in need of improvement either through instruction or curriculum.

Strategy Rationale

In effort to increase instructional delivery and student engagement an in instructional time should result in improved student scores.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gibbs, Eulin, eulin.gibbs@levy.k12.fl.us

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

FCAT Reading
Algebra 1 EOC
Geometry EOC
U.S. History EOC
Levy Interim Assessment
AP Placement/Scores
PSAT
ACT
PERT
SAT

Strategy: Extended School Day

Minutes added to school year: 3,000

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

Strategy Rationale

Allowing students to have access to teachers outside of the school day to answer questions will increase student success in core subject areas, not only on state assessments, but also in course assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Legler, Lindsay, leglerl@levy.k12.fl.us

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

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

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 have an electronic personal education plan (ePEP). The High School Guidance department meets with all incoming 9th graders, and the Career and Technical Education instructors make presentations to incoming 9th graders as well. 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) courses also participate in Career and Technical Service Organizations (CTSO) that expose students to the various components of related careers. Students in CTSO's visit college campuses and participate in contests throughout the school year making contact with business partners and future employers.

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

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 and English 4: College Prep as readiness classes 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.

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

G043170

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	67.0
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 reports 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.
- Currently there are too many instructional strategies to focus on and implement with fidelity for our student population.
- An in-depth knowledge of the new Florida State Standards.
- Students' lack of background knowledge and vocabulary acquisition.

Plan to Monitor Progress Toward G1. 8

Content-Area LIA
 FAIR
 Quarterly Exams
 Unit Exams

Person Responsible

Lindsay Legler

Schedule

Quarterly, from 10/10/2014 to 4/17/2015

Evidence of Completion

Teachers will turn in results of exams to the Assistant 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**


 G043170

G1.B1 Through our EWS reports 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**

 B105583

G1.B1.S1 Identify these at-risk students through our EWS data and create mentors for these students.

4

 S136655

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**

Create PST grade level teams to identify at-risk students in order to design effective action plans.

Person Responsible

Eulin Gibbs

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

PST agendas, actions plans, Skyward attendance, discipline, and grade reports.

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 9/8/2014 to 6/5/2015

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

Eulin Gibbs


Schedule

Monthly, from 9/12/2014 to 6/5/2015


Evidence of Completion

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

G1.B2 Currently there are too many instructional strategies to focus on and implement with fidelity for our student population. **2**

 B105641

G1.B2.S1 WHS is working on aligning all of the instructional practices under one umbrella. This way we are providing common language not only to students, but also to staff. This will enable students to become familiar with all expectations and strategies throughout classrooms. **4**

 S136487

Strategy Rationale

The leadership team has identified that there are too many areas of focus within the school and common language has not been used across content areas. Therefore students have too many strategies to focus on and are able to independently identify, use, and transfer these strategies in their multiple courses.

Action Step 1 **5**

Align instructional strategies under AVID.

Person Responsible

Eulin Gibbs

Schedule

Weekly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Rosters, agendas, lesson plans, walkthroughs

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

Classroom walkthroughs will be conducted on a weekly basis to ensure that students and teachers are using selected strategies and common language.

Person Responsible

Lindsay Legler

Schedule

Weekly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Agenda boards and classroom walkthrough forms

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

Lesson Plans and student exemplars will be monitored for effectiveness.

Person Responsible

Eulin Gibbs

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers participated in a beginning of the year questionnaire regarding the use of multiple strategies and how WHS could improve their implementation. The same questionnaire will be distributed at the end of the school year asking teachers if reducing the strategies and finding a common language enhanced their instructional focus and the students' performance.

G1.B3 An in-depth knowledge of the new Florida State Standards. 2

 B105642

G1.B3.S1 Professional development will be conducted by content areas to dissect standards and provide examples of student exemplars to determine intent and mastery of standards. 4

 S136692

Strategy Rationale

Providing teachers an opportunity to collaborate with one another allows for in-depth conversations and application of new standards.

Action Step 1 5

Professional Development sessions will be planned once to twice a month that focus on the Florida Standards.

Person Responsible

Jennifer Dola

Schedule

Monthly, from 9/10/2014 to 5/13/2015

Evidence of Completion

Follow-up activities will be given to the teachers. These activities need to be completed and given to Mrs. Dola by assigned dates.

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

Implementation of activities discussed within professional development training will take place in classrooms, teachers will provide student exemplars and evidence of this implementation. They will be expected to share and discuss their findings to improve current instruction.

Person Responsible

Lindsay Legler

Schedule

Biweekly, from 9/10/2014 to 5/13/2015

Evidence of Completion

student exemplars lesson plans classroom walkthroughs agendas sign-in rosters

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

Progress monitoring will take place for mastery of benchmarks. Success on progress monitoring assessments will indicate teachers' knowledge of the standards.

Person Responsible

Lindsay Legler

Schedule

On 3/27/2015

Evidence of Completion

FAIR Quarterly assessments unit assessments Content-area LIAs

G1.B4 Students' lack of background knowledge and vocabulary acquisition. 2

B105643

G1.B4.S1 Incorporating AVID strategies that scaffold existing and new knowledge together to build stronger vocabulary and understanding of new content. 4

S136741

Strategy Rationale

Many of our students lack the experiences and vocabulary skills necessary for mastery of content. It is imperative for teachers to explicitly teach vocabulary acquisition in order for students to attain the necessary foundation to be successful in all subjects.

Action Step 1 5

Professional Development will be given once a month focusing on instructional strategies from AVID.

Person Responsible

Jennifer Dola

Schedule

Monthly, from 9/10/2014 to 5/13/2015

Evidence of Completion

Follow-up activities Sign rosters Agendas lesson plans classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Time will be given at the beginning of our WICOR meetings to discuss the effectiveness of the previous AVID strategy.

Person Responsible

Lindsay Legler

Schedule

On 5/13/2015

Evidence of Completion

Classroom walkthroughs Lesson Plans Student Exemplars Agendas Meeting Notes Sign-in Rosters

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

If strategies are implemented effectively FAIR Vocabulary scores should improve.

Person Responsible

Jennifer Dola

Schedule

Every 2 Months, from 9/15/2014 to 4/30/2015

Evidence of Completion

FAIR results for 9th, 10th, 11th, and retake students

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.B2.S1.A1	Align instructional strategies under AVID.	Gibbs, Eulin	10/3/2014	Rosters, agendas, lesson plans, walkthroughs	6/5/2015 weekly
G1.B1.S1.A1	Create PST grade level teams to identify at-risk students in order to design effective action plans.	Gibbs, Eulin	9/8/2014	PST agendas, actions plans, Skyward attendance, discipline, and grade reports.	6/5/2015 monthly
G1.B3.S1.A1	Professional Development sessions will be planned once to twice a month that focus on the Florida Standards.	Dola, Jennifer	9/10/2014	Follow-up activities will be given to the teachers. These activities need to be completed and given to Mrs. Dola by assigned dates.	5/13/2015 monthly
G1.B4.S1.A1	Professional Development will be given once a month focusing on instructional strategies from AVID.	Dola, Jennifer	9/10/2014	Follow-up activities Sign rosters Agendas lesson plans classroom walkthroughs	5/13/2015 monthly
G1.MA1	Content-Area LIA FAIR Quarterly Exams Unit Exams	Legler, Lindsay	10/10/2014	Teachers will turn in results of exams to the Assistant 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.	4/17/2015 quarterly
G1.B2.S1.MA1	Lesson Plans and student exemplars will be monitored for effectiveness.	Gibbs, Eulin	8/18/2014	Teachers participated in a beginning of the year questionnaire regarding the use of multiple strategies and how WHS could improve their implementation. The same questionnaire will be distributed at the end of the school year asking teachers if reducing the strategies and finding a common language enhanced their instructional focus and the students' performance.	6/5/2015 monthly
G1.B2.S1.MA1	Classroom walkthroughs will be conducted on a weekly basis to ensure that students and teachers are using selected strategies and common language.	Legler, Lindsay	10/3/2014	Agenda boards and classroom walkthrough forms	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	A reduction of students appearing on the EWS reports.	Gibbs, Eulin	9/12/2014	Sign-in sheets data chat forms skyward attendance, discipline, and grade reports.	6/5/2015 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	9/8/2014	Sign-in sheets data chat forms skyward attendance, discipline, and grade reports.	6/5/2015 monthly
G1.B3.S1.MA1	Progress monitoring will take place for mastery of benchmarks. Success on progress monitoring assessments will indicate teachers' knowledge of the standards.	Legler, Lindsay	10/17/2014	FAIR Quarterly assessments unit assessments Content-area LIAs	3/27/2015 one-time
G1.B3.S1.MA1	Implementation of activities discussed within professional development training will take place in classrooms, teachers will provide student exemplars and evidence of this implementation. They will be expected to share and discuss their finding to improve current instruction.	Legler, Lindsay	9/10/2014	student exemplars lesson plans classroom walkthroughs agendas sign-in rosters	5/13/2015 biweekly
G1.B4.S1.MA1	If strategies are implemented effectively FAIR Vocabulary scores should improve.	Dola, Jennifer	9/15/2014	FAIR results for 9th, 10th, 11th, and retake students	4/30/2015 every-2-months
G1.B4.S1.MA1	Time will be given at the beginning of our WICOR meetings to discuss the effectiveness of the previous AVID strategy.	Legler, Lindsay	9/10/2014	Classroom walkthroughs Lesson Plans Student Exemplars Agendas Meeting Notes Sign-in Rosters	5/13/2015 one-time

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 Currently there are too many instructional strategies to focus on and implement with fidelity for our student population.

G1.B2.S1 WHS is working on aligning all of the instructional practices under one umbrella. This way we are providing common language not only to students, but also to staff. This will enable students to become familiar with all expectations and strategies throughout classrooms.

PD Opportunity 1

Align instructional strategies under AVID.

Facilitator

Jennifer Dola, Jessica Moran, Lindsay Legler, Eulin Gibbs, Arelis Rosario

Participants

Instructional Staff Members

Schedule

Weekly, from 10/3/2014 to 6/5/2015

G1.B3 An in-depth knowledge of the new Florida State Standards.

G1.B3.S1 Professional development will be conducted by content areas to dissect standards and provide examples of student exemplars to determine intent and mastery of standards.

PD Opportunity 1

Professional Development sessions will be planned once to twice a month that focus on the Florida Standards.

Facilitator

Jennifer Dola, Erica Reddick, Catherine Mueller, Maya Hebert, Kim Nivala, and Lindsay Legler

Participants

Instructional Staff

Schedule

Monthly, from 9/10/2014 to 5/13/2015

G1.B4 Students' lack of background knowledge and vocabulary acquisition.

G1.B4.S1 Incorporating AVID strategies that scaffold existing and new knowledge together to build stronger vocabulary and understanding of new content.

PD Opportunity 1

Professional Development will be given once a month focusing on instructional strategies from AVID.

Facilitator

Jennifer Dola and Lindsay Legler

Participants

Instructional Staff

Schedule

Monthly, from 9/10/2014 to 5/13/2015

Technical Assistance Items

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