

The School District of Palm Beach County

Western Pines Community Middle



2016-17 Schoolwide Improvement Plan

Western Pines Community Middle

5949 140TH AVE N, Royal Palm Beach, FL 33411

<https://wpms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Western Pines Community Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Western Pines Community Middle School's high expectations are designed to nurture and develop our students into literate, ethical, self-motivated, productive problem-solvers equipped for the challenges of the 21st Century.

b. Provide the school's vision statement.

Western Pines Community Middle School Serves as a vital link in the process of preparing students for a successful high school experience by creating and promoting a climate of high expectations in academic achievement fostered through a safe and secure environment.

2. School Environment

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

In accordance with FL Stature 1003.43(2) and SB Policy 2.09(8)(b) and strategic initiative #7, Western Pines promotes Single School Culture in academics, behavior and climate. The school's policies and curriculum are designed to meet the strategic initiatives laid out in our district's Strategic Plan. Specifically, we strive to embed cultural competence, equity and access within our instructional practices as well as ensuring a "Single School Culture" in our school.

Our school makes it a priority to build relationships between teachers and students and ensure that the contributions of the diverse cultures that make up our population are included in our curriculum. Multicultural content is infused across grade levels including but not limited to the following areas: History of the Holocaust, African and African American history and culture, contributions of Hispanics and women, and sacrifices made by our country's veterans. This past school year, Western Pines was fortunate to have two Holocaust survivors come to our school to speak with the students about their experiences and answer questions that the students had. We will be continuing to invite Holocaust survivors to our school so our student's can benefit from hearing the perspective of those who have lived through the the height of intolerance in human history.

We have created a multicultural after school club that will explore, beyond the standard curriculum, the variety of cultures that are present on our campus.

Through the Project Success program at Western Pines, individual student culture is explored thoroughly. In this environment, students are encouraged and given a platform to discuss their culture with their peers.

Western Pines has added a gender studies contact person who is available to students who have gender related questions or need to speak someone about living an alternative lifestyle.

This year, our focus as a school is on tolerance and acceptance of individual differences. These concepts are displayed throughout the school and are reinforced by our teachers, staff and ROAR program.

The faculty and administration of Western Pines believes that when schools serve students well,

students develop a sense of self-worth and competence, which leads to their expectation to succeed in school. The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere and classroom environment. The curriculum is planned and presented so that all students succeed each day. The student's academic achievement and behavior will be influenced by the quality of the teacher and student relationship.

Western Pines' SwPBIS program (ROAR) is designed to build relationships between students and teachers as well as students and their peers. The program promotes team building through friendly competition based on following school rules and exhibiting behaviors that meet or exceed the standards we have set for our students. Students are teamed up across grade level and earn points for their team in a variety of ways. Teachers play an important role in the success of the ROAR program. They continuously interact with the students to reinforce ROAR's concepts and encourage the students to do their best to help their ROAR team. Students can earn ROAR card from teachers for a variety of positive behaviors. Discipline issues have continued to decline since the inception of the ROAR program.

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

Western Pines is committed to creating a safe environment for all of our students. Our school's focus is to have a comprehensive approach to bullying prevention as outline in strategic initiative #9 of the district's Strategic Plan. Our school also infuses content required by Florida Statues, Section 1003.4205 This process begins by creating a culture of acceptance and responsibility throughout the school. Our ROAR program instills the qualities that we expect our students to exhibit every day. The ROAR components are reinforced daily through our morning and afternoon announcements as well as by our faculty and staff. Weekly lessons plans are used across curriculum areas to teach students the ROAR components. This program encourage students to treat each other with respect and recognizes students for their successes in both academics and behaviors. The Roar program also extends to our buses. Our drivers were trained on how to apply rewards for behaviors on the bus that are in line with the school's behavior expectations.

In addition to our ROAR recognition program, the school recognizes academic achievement each quarter with an awards ceremony in which parents and family members are invited to celebrate with the students. Western Pines ensures all of the students, both regular education and students with disabilities, are given the same opportunities to achieve academic recognition.

Western Pines has extensive morning and after school programs and extra curricular activities that are open to all students. These programs, including sports, dances, field trips, and clubs, promote teamwork camaraderie among the students and exposes students to learning opportunities that are not available in the classroom.

Before the school year begins, we hold welcome meetings for new parents and students. This allows new students to get acclimated to the school before arriving on the first day. We also welcome the students, new and returning, in the first week of school with a grade level meeting to give them information pertaining to important school personnel, school policies and procedures, and our expectations for their behavior and academics.

Multiple resources are provided on campus for students who do not feel safe or have issues that they feel they need to discuss. Guidance and Data Counselors, as well as Administrators are available throughout the day to meet with students to discuss their concerns. Bully boxes are located around the building where students can report incidents of bullying while remaining anonymous. Our staff are always present and visible around campus during class change and at dismissal. Teachers stand at

their classroom door to greet incoming students and monitor hallway activities. Multiple teachers are placed throughout the campus in the morning and afternoon to assure that there is sufficient supervision for students when they are not in the classrooms. Our school resource officer is a constant presence in the hallways and cafeteria, making it a point to interact with the students so they will be comfortable approaching him if they have issues that he could help resolve.

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.

Our school follows the guidelines set through our Single School Culture in order to minimize distractions and keep students engaged during instructional time. Behavior expectations are set on the first day of school and reinforced throughout the year by faculty, staff and administration. Our SwPBS program recognizes students for "doing the right thing" and demonstrating the behaviors that we expect from them both in and out of the classroom.

At the beginning of the year and then again at the beginning of the second semester, administration meets with all of the students in grade level meetings to outline our behavior expectations, provide students with valuable school related information and review discipline issues from the previous semester.

We actively promote our Student of the Month and Character Counts programs, provide incentives for students to meet the school's behavior expectations, and recognize academic and behavioral excellence each quarter.

Teachers are trained in the school's discipline protocol and follow established guidelines when correcting student misbehavior. Parent contact and involvement play a vital role in this process and parents are welcomed to the school by our teachers through phone calls at the beginning of the school year. Teachers establish a relationship with parents that allows them to work together to ensure that the student remain focused on their education.

Teachers new to our school are placed in our new teacher orientation program. These teachers meet with administration and department heads prior to preschool to introduce them to the policies and procedures that are in place at Western Pines. These teachers are paired up with a colleague from their department to act as a "buddy" and a resource to answer any questions or needs. New teachers meet monthly as a group to share teaching/classroom management strategies and answer any questions that have come up during the month.

Our SBT is utilized to create solutions for students who are struggling both behaviorally and academically. The SBT meets bimonthly to discuss the progress of students who have previously been recommended to SBT as well as brainstorm ideas to help new referrals.

School discipline policies and SwPBS are updated during faculty and team meetings and are reinforced to the students through classroom focus lessons. Our SwPBS program is constantly evolving, as new incentives for positive student behavior are added throughout the school year.

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.

Western Pines ensures the social-emotional needs of all students are being met through the guidance department's individual and group counseling, teacher mentoring, parent conferences and school based team (SBT).

The Western Pines school based team (SBT) meets monthly to discuss students with barriers to academic and social success. The team is comprised of teachers, administration, counselors and the school psychologist.

In SY16 a counselor was added from the Student Services Equity and Access department to work with students and help them overcome the obstacles that are preventing them from reaching their fullest potential.

Western Pines has a comprehensive school counseling program that includes identifying at-risk students and assessing their needs and the barriers that are blocking their success. School guidance counselors are available to students throughout the day and Western Pines has a Data counselor on campus who works with individual and groups of students. Referrals are made via the Project Success program to outside agencies when needed for individual students.

Adult mentors are assigned to students who have been identified as at-risk either academically or behaviorally and after school groups are formed to meet the needs of the diverse student cultures at the school.

3. Early Warning Systems

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

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

Western Pines utilizes EDW and Gradequick data reports to identify students who have attendance, behavioral or academic concerns. Information on attendance is kept by our attendance clerk who notifies the guidance counselors, administration and office staff when a student's attendance falls below 90% attendance. Outreach to families in need are coordinated through our guidance department. Truancy packets and letters home are completed as necessary for students who are not meeting the attendance expectations.

Behavior concerns are monitored through EDW discipline reports and reports generated by administration to identify students with recurring behavior issues. Behavior contracts and point sheets are put in place to gather data on student behavior and offer incentives to exhibit the standard of behavior set by Western Pines. Student behavior is monitored and reviewed by the SBT at the bi-weekly meetings.

Academic concerns are monitored through Progress Reports, weekly Edline grade uploads, and report cards. Guidance counselors work with teachers to identify students with academic concern and parent conferences are called as necessary.

Diagnostic reports and data gathered from EDW are used to identify students who are at risk of scoring a level 1 on the statewide, standardized assessments in English Language Arts and/or Mathematics.

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	2	3	6	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	15	23	47	0	0	0	0	85
Course failure in ELA or Math	0	0	0	0	0	0	21	29	19	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	0	0	0	49	62	50	0	0	0	0	161

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	12	21	18	0	0	0	0	51

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

Strategies employed by Western Pines to improve academic performance of students identified by the early warning system include morning and after school tutoring in the core subject areas, referrals to SBT and individual and group counselling. Student IEPs are used to differentiate instruction and plan interventions for students who are struggling to meet proficiency in their core subject areas. Western Pines also utilizes mentors and peer buddies for struggling students.

Our tutorial programs utilize technology to enhance learning and give students an interactive learning experience. In ELA, teachers use RI, Reading Plus, Read 180 and FSA diagnostic testing to continually monitor student progress and drive instruction toward reaching our school's academic goals. The Math department also uses a variety of diagnostic tools to assess students' strengths and weaknesses and make accommodations for struggling students. Resources used by the Math department include Algebra Nation, Discovery Education, FSQ, Tenmarks and Khan's Academy.

Students who are below proficiency in reading and math are put into Read 180 and intensive math classes respectively. Teachers monitor student achievement through bi-weekly common assessment and data analysis to target areas of weakness in the lowest 25%. Through data analysis of the common assessments, teachers are able to pinpoint areas of concern for each class. The areas identified as being in need of remediation are retaught prior to the next common assessment and then student are tested on the reteach items.

Parent contact is a vital part of the academic success of our students. Teachers update grades via Edline weekly and notify parents when a student's grade slips below a C. Many teachers and parents also use Remind and Email to maintain contact with parents concerning up coming assignments, tests and students' academic performance.

BPiE: A multi-tiered system of student supports and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parental involvement is facilitated through our parent booster program. Parent boosters are an integral part of our school based initiatives, SAC, Tiger Cards incentive based student achievement rewards program, ROAR initiative for School Wide Behavioral support program, fundraising and state assessment volunteers for the distribution of student snacks and hallway monitoring during testing. Parent Boosters hold an annual appreciation breakfast for members and recruit parents interested in assisting the school in meeting the needs of students for academic and behavioral support.

Western Pines conduct a BPIE survey to identify the strengths and weaknesses of our inclusive practices for SWD students. The data gathered from this survey will be used to drive our instructional practices to ensure that SWDs needs are being met. This data will be made available to our parents through the monthly SAC meetings.

The Principal uses the Parentlink system to communicate with all of our school's parents. Sending out messages to parents gives them access to important information and keeps parents in the loop as to what is happening at Western Pines.

Parent-Teacher communication is vital to keeping parents and community informed of what is happening at the school. Teachers utilize Remind, a safe text message based program, which allows teachers to text students and parents information and receive responses without phone numbers being exchanged. All communications are recorded for student and teacher safety. Teachers also communicate with parents through Edline and the school agenda.

During Open House at the school, our parents meet their children's teacher by following the same class schedule that their students use on a typical school day. Our computer labs are open and made available to parents on Open House night so they can activate their Edline pages allowing them easier access to track their child's progress and keep open communication with the teacher. Our Edline administrators are available to assist parents having difficulties with the system.

BPIE: When communicating with families of SWDs, all personnel consider family members as a resource and obtain their input in planning and problem-solving. Constant communication between the teachers and parents of SWDs enable teachers to better plan strategies and a course of study that is personalized to each learner.

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.

Local community partnerships are built through monthly SAC meetings, Open House events, and the Academy Parent/Community Booster Committee. Through SAC local community members, parents, and business partners meet monthly to discuss school and student needs. SAC members play an integral role in development and implementation of the School Improvement Plan. Through the Parent/Community Booster Committee meetings are held to bring in local business professional as volunteers and guest speakers. Additionally the committee works with administration, teachers, and guidance to develop a comprehensive plan to raise funds for supplies and materials needed to support student achievement. There are additional opportunities to support specific classroom needs through the following programs: Adopt-A-Classroom.org and Donorschoice.org. Community and local business partners support the school and student achievement through the ROAR Extravaganza and the Fine Arts

Festival held annually.

Our SwPBS committee is dedicated to reaching out to our local businesses to engage in mutually beneficial partnerships. Local businesses support the school through monetary donations as well as supplying the school with incentive prizes for the students when behavioral or academic goals are reached. Last year the school began hanging advertisement banners for local businesses to generate funding for the school and promote local businesses.

Monthly newsletters are sent out to keep parents and community members informed about the achievements of our students, upcoming events and other information pertaining to the operation of the school.

Our teachers begin the year by making positive contact with the parents of our students. Teachers make phone calls to the parents welcoming them to their class and answering any questions that they may have.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Hatcher, Robert	Principal
Paladino, Scott	Assistant Principal
Nolli, Christina	Assistant Principal
Jimenez, Liz	Other
Hollowecky, Kelley	Other

b. Duties

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

The school based MTSS leadership team is comprised of the following members: principal and assistant principals.

The Principal provides a common vision for the use of data-based decision making to; ensure a sound effective academic program is in place, facilitate the creation and implementation of a process to address and monitor subsequent needs, ensure the school based team is implementing the Rtl process, ensure an assessment of Rtl skills of school staff is conducted, ensure fidelity of implementation of intervention support is documented, ensure adequate professional development to support Rtl implementation is provided, ensure effective communication with parents regarding school-based Rtl plans and activities occur.

The Assistant Principals will implement the school's initiatives and ensure that the state and district curriculum mandates are implemented with fidelity. They will supervise and support the faculty in the identification of areas of need in our student population and work to re mediate where necessary and increase rigor in all academic areas.

The Academy Coordinator is responsible for overseeing the academic and behavioral interests of our academy students. The Coordinator works with academy teachers and guidance counselor to ensure that the curriculum is being followed and the students are prepared for the certification exams at the completion of each course.

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.

The school based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier-1 core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based Rtl Leadership Team. The School Based Team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support either supplemental or intensive. An intervention plan will be developed. (Form PBSCD 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist, (e.g. teacher, Rtl/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Western Pines coordinates with the Multicultural Department to facilitate Title 1 students and Part C migrant students with the necessary support required for overcoming language barriers and determine appropriate student academic placement. Coordination of Title IV and Title X programs are supported through Student Intervention Services and the Transportation Department to meet the enrollment and transportation needs of students here at Western Pines. School Food Service Coordinator works with the federal and county grant programs to provide free breakfast to all students and supports the free and reduced lunch program from federal assets allocated through the district.

Western Pines integrates the School Wide Positive Behavior Support System into the daily framework for Single School Culture and multicultural diversity by reinforcing positive student interactions with peers and staff through incentives distributed by faculty when students are engaged in creating a positive environment for academics, climate and behavior. Western Pines increases student awareness of Single School Culture through sharing our universal guidelines for success, following the behavioral matrix, and teaching expected behaviors, communicating with parents and monitoring the SwPBS. We instill an appreciation for multicultural diversity through our antibullying campaign, structural lessons, and implementation of the SwPBSS. The ROAR initiative provides avenues of reinforcement for students who make decisions to create a climate of acceptance and support for all students and opportunities to reward those who are making a positive difference academically, behaviorally and socially.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Student
Cindi Walker	Business/Community
Lashonda Overstreet	Teacher
Elizabeth Jimenez	Teacher
Robert Hatcher	Principal
Tammi Leblanc	Education Support Employee
Jessica Jelks-Cook	Parent
Kimberly Evans	Parent
Debbie Dawson	Parent
Nicole Bottoms	Student
Ginger Blankenship	Parent
Jessica Ferreira	Parent
Joanne Davis	Parent
Jakson Catusus	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's school improvement plan was reviewed by members of SAC at which time they discussed ways in which individual goals and strategies impacted student learning. Recommendations were made for changes based on the students' academic achievement from SY15.

b. Development of this school improvement plan

SAC members review and make recommendations in the creation of the School Improvement Plan. Completed plans are evaluated and voted on by the SAC for approval. Budgeted funding is distributed through the approval of the SAC.

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

Annually the Principal discusses the school's budget with the SAC, providing them the opportunity to review the school's budget plan and make recommendations, based on student achievement data and the goals and strategies outlined in the School Improvement Plan.

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

School improvement funds will be dispersed for the incentive rewards for students to promote positive behavior, academic achievement and for teacher tests.

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
Hatcher, Robert	Principal
Paladino, Scott	Assistant Principal
Nolli, Christina	Assistant Principal
Jimenez, Liz	Other
Brito, Amy	Teacher, K-12
Sall, Cheryl	Teacher, K-12
Hollowecky, Kelley	Teacher, ESE

b. Duties

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

The LLT initiatives are:

All students participate in Reading Counts; graded and incentives for participation.

All departments continue utilizing best practice strategies found in BIG 7 Literacy Process and CRISS strategies

All lower level students enrolled in grade level READ 180 program

Selected student participate in a computer based course for reading strategies and assessments (Reading Plus, RI, Read 180)

Reading in content area (outside of textbooks) including elective and science classes.

Drop everything and read for 30 minutes during block day electives.

Western Pines encourages school wide participation in the Do the Right Thing essay competition.

Writing strategies are supported through our Social Studies department and Electives.

Western Pines has a mandatory summer reading program that is used to lead instruction at the beginning of the school year.

Professional development is conducted for staff from a district representative for reading literacy as well as through shared best practices during PLCs. Additional training provided for implementation of best practices based on Marzano's Highly Effective teaching strategies.

D. Public and Collaborative Teaching

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

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

Western Pines created a master schedule that built in common planning for each core subject area, providing teachers consistent time to review data, share planning ideas and create common assessments. Grade level/subject area meetings are held every Monday and Friday with a focus on data analysis and the academic needs of all students. Teachers meet regularly with their support facilitation teachers to monitor the progress of SWDs and adjust their instructional practices as needed to meet the needs of all students. During professional development meetings, teachers share best practices and strategies across curriculum areas. Giving all teachers time to be included in the planning process helps build a positive working relationship.

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

Recruitment:

Recruiting and developing diverse, high quality teaching candidates as outlined in Strategic Initiative #12 is a priority at Western Pines. Principal recruits teachers through advertising positions available online through the district website for both internal and external applicants. Applicants whose resumes meet the standards set by Western Pines are interviewed by Administration and Department Heads to determine if they have the qualities we look for in our teachers. Applicants are questioned on their teaching practices, classroom management, parent communication as well as their ability to diversify their instruction to meet the needs of all students in their classroom.

Western Pines prides itself on developing school leaders from within. The District's strategic initiative #11, developing leadership pathways for all employees has always been at the center of Western Pines talent development philosophy. Both assistant principals and the school's academy coordinator began their careers at Western Pines as teachers and were groomed for leadership positions through the school's mentoring program. We have on staff two teachers who have completed their educational leadership masters degree. These teachers, along with others identified as having the qualities necessary in great leadership are pulled from the classroom when needed to work in an administrative capacity and learn the roles of school administration.

Retention:

1. Peer support system is in place to assist new teachers in acclimating themselves to Western Pines. Person Responsible: All Staff/Administration
2. Mentoring teachers using the best instructional practices as outlined by the Marzano Design Questions in the Art and Science of Teaching Framework.
3. Principal Award for staff making the greatest school wide impact. Person responsible:Principal.
4. Kudos recognition for staff making contributions of exemplary support. Person responsible: All Staff.
5. Incentives for perfect attendance and class coverage. Person responsible: Principal.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are required to be a part of the Educator Support Program (ESP), the School District of Palm Beach County's formal program of support for newly hired educators. Western Pines uses an educator development team comprised of a buddy and mentor teacher who are highly qualified and are part of the academic department of the new teacher, observations made by the team include pre and post conferencing with written and oral feedback utilizing the Florida Educator Accomplished Practices (FEAP's). Training in innovative instructional practices and the implementation of best practices for increased student performance is facilitated through the Marzano observation system for highly effective educators.

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.

Western Pines uses district adopted instructional programs and materials which are aligned with Florida's standards. All departments use the district supported Blender which provides resources, lessons and pacing charts that are aligned to Florida's standards.

Teachers meet in Professional Learning Communities (PLCs) weekly to unpack the standards,

analyze the most current student data and create strategies to deliver content to all learners. Through the use of the strategies outlined in the Marzano Art and Science of Teaching Framework, our teachers are moving toward inquiry based learning and group problem solving to increase the rigor or instruction and depth of student's knowledge. The latest technology and 7 computer labs are made available to teachers to enhance content delivery. After school and morning tutorials utilize highly qualified teachers for remediation and enhancement of student comprehension in the core subject areas.

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.

Western Pines' teachers make data analysis a focus of their daily lesson planning. Each teacher keeps a progress monitoring notebook with FSA, diagnostic and common assessment data that is used to pinpoint areas of weakness in their students. These areas are retaught following each assessment and re-tested as part of the next common assessment. Teachers modify their instruction based on data analysis and student progress. Grade level/subject area teachers meet regularly to compare student data and design their instruction to meet the needs of all of their students.

The lowest level students in reading are placed in an extended block utilizing the Read 180 curriculum.

The lowest level students in math are placed in an intensive math class to supplement the instruction they receive in their regular math class and remediate any areas of deficiency.

After school and morning tutorials, taught by highly qualified teachers, are available to all students in the core subject areas.

BPIE: There is a school-wide approach for planning and implementing Universal Design for Learning across all instructional and non-instructional school context. Teachers use a variety of in class strategies to teach and assess students that allow the students to demonstrate mastery of concepts through different means.

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: 8,160

Students are able to participate in after-school tutorials in reading, math and science free of charge or can complete their homework with a highly qualified instructor assisting them. Students spend 45 minutes of time in the classroom working on homework, tutorial and extension activities.

Strategy Rationale

Students are afforded more time on task with the help of highly qualified teachers in a small, focused setting. This additional time will facilitate higher student achievement and gain scores.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jimenez, Liz, liz.jimenez@palmbeachschools.org

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

Data is collected and evaluated through EDW reports comparing learning gain scores in the Fall and Winter diagnostic assessment.

Strategy: Before School Program

Minutes added to school year: 10,800

Tutoring is available in Math, Language Arts, Science and Social Studies for 1 hour each morning. Highly qualified teachers conduct small group tutorials through the morning care program.

Strategy Rationale

Additional time on task for students needing remediation in the core subject areas will increase comprehension and assessment scores.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jimenez, Liz, liz.jimenez@palmbeachschools.org

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

Progress Reports, Report Cards and Diagnostic testing results will be monitored for students who have been regularly attending tutoring sessions

Strategy: Weekend Program

Minutes added to school year: 1,920

Students who need Credit Recovery are afforded an opportunity for eight hours of instruction on four Saturdays throughout the year.

Strategy Rationale

Students who are struggling to meet Common Core benchmarks and are in danger of being retained are given the opportunity to work in a small class settings with highly qualified teachers which offers curriculum enhancement and grade recovery.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Paladino, Scott, scott.paladino@palmbeachschools.org

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

Student data is determined by core subject area achievement as indicated by course grades below acceptable levels.

Strategy: Summer Program

Minutes added to school year: 180

Students are given required summer enrichment projects in Math, Science and Reading to be completed before school the following year.

Strategy Rationale

Summer enrichment projects help students retain learning gains from the previous year. The school-wide, cross-curriculum projects also prepare the students to start working on the first day of school

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nolli, Christina, christina.nolli@palmbeachschools.org

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

The coursework is graded upon student return and assessments given in specific areas related to the project. In reading the student takes a Reading Counts test to determine effectiveness in reading. In Science the project is directly correlated to the Science Fair. In math the project is directly related to the proficiency assessment given at the beginning of the year.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Ensuring high school readiness, a long term outcome of our district's strategic plan, is a central focus in Western Pine's academic and behavioral goals for our students. Beginning in the 6th grade, students are taught behavioral and academic expectations that will prepare them for the rigor of the high school curriculum and make their transition to high school successful. Western Pines promotes advanced, high school credit courses that give our students a head start when entering high school.

Western Pines administration and counselors conduct visits to feeder elementary schools to meet incoming 6th graders and introduce them to the rules, procedures and expectations of the school. Students meet by grade level at the beginning of the school year with administration, guidance and academy representatives to welcome them back to school and review any changes in rules and procedures.

Western Pines holds two orientations before the school year begins for new students and parents. The orientations are broken up into Academy and General students. At these orientations, students are able to pick up their schedule and walk around the school to get accustomed to where their classes are located.

Students who are moving on to high school from Western Pines meet with high school counselors to plan their course of study. Students are also exposed to the variety of magnet programs that are available throughout the county. Magnet programs from Palm Beach County high schools are invited to Western Pines to meet with 8th grade students and provide them with information about their programs.

Our school's guidance counselors visit 8th grade classrooms for a high school and beyond presentation where they discuss the transition to high school and the students' responsibilities in planning for their future education.

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.

The choice program process in connection with our academy staff maintains a record of those students in their programs and meets with students to plan and track their academic progress to meet their future goals.

Students are given the opportunity to register through the choice program process for Pre-Medical and Pre-IT fields of study. All Students are given the opportunity to enter their choices for courses on their course selection card. The advanced placement process is tracked through our guidance office and conducted through teacher recommendation and assessment scores or placement tests for those students who desire entry into magnet schools and colleges of their choice.

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

The choice program and advanced placement studies offered at Western Pines are designed to support student goals for post-secondary employment or college readiness through our Academy structure which houses our Pre-IT, Pre-Med, and Visual Arts

The In-house Visual Arts program prepares students for continued training at the high school level and provide the necessary foundations required for employment during high school if the student so chooses.

The Choice program for Pre-Medical training and the Choice program for Pre-Information Technology training, with industry standard certification enable students to continue their education at the high school level and prepare students in their respective fields for job placement during high school. Students who are in the Pre-IT and Pre-Med programs are supported through our Academy structure to take the necessary courses required for high school magnet placement in their fields of study.

Pre-IT students are able to take the industry standard tests for certification and enter high school certified in their field. In-House Visual Arts students are prepared to enter high school with the pre-requisite foundation necessary to complete the industry standard certification process and take their exams when appropriate.

High School credit advanced placement and honors courses in Math and Science with available Virtual School components enable students to take college readiness courses at the middle school level. Students who desire a college track are prepared to enter high school with available credits to begin dual-enrollment during their Sophomore year. Many of our students gain high school credits by attending Spanish classes at Seminole Ridge in the mornings before the middle school day begins.

Student Industry Certifications:

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

Student readiness for their post secondary goals of either employment or college placement is facilitated through student feedback, teacher recommendations and academic support structures available to students during school, before school and after school. Guidance counselors are available to students as needed to give direction and planning for future and current coursework in preparation for post secondary needs.

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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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.

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.

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.** If we provide effective and relevant instruction to meet the needs of all students then we will ensure high school readiness.

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. If we provide effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. **1a**

G083791

Targets Supported **1b**

Indicator	Annual Target
High School Readiness	75.0
FSA Mathematics Achievement	80.0
Math Lowest 25% Gains	62.0
ELA/Reading Lowest 25% Gains	55.0
FSA ELA Achievement	70.0
FCAT 2.0 Science Proficiency	70.0
Civics EOC Pass	93.0
One or More Suspensions	5.0

Targeted Barriers to Achieving the Goal **3**

- Students in the lowest 25% in Math and Reading will require extra time and task, resources and support in order to show growth on the FSA.
- Some students lack support and resources at home that are needed to keep pace with level of rigor in the classroom.
- The pacing charts, scope and sequence do not provide adequate time for teachers to remediate students who are not achieving proficiency levels on each standard.
- ELL students with limited English language skills will need remediation and dual language resources in order to make necessary learning gains
- Students in advanced, high school credit classes will require extra time on task in order to meet the rigorous demands of the curriculum.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Morning and after school tutoring
- Multiple computer labs
- Access to online Math resources (Algebra Nation, Geometry Nation, Discovery Education, Go Math, FSQ)
- Access to online Reading resources (Read 180, Reading Counts, RI, Reading Plus)
- Intensive Reading and Math classes for lower performing students.
- Bi-weekly common assessments in all subject areas to monitor student progress and collect data for remediation.
- Novel libraries are made accessible for student loan through each Language Arts class.
- EDW
- Multi-Cultural department, dual language dictionaries, ELL resource teacher

Plan to Monitor Progress Toward G1. 8

FSA, EOC, Common assessment and diagnostic testing scores, Reteach assessment scores, Web based diagnostic testing (RI, Reading Plus), student grades.

Person Responsible

Scott Paladino

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

FSA, EOC scores, Subject area common assessment item analysis, diagnostic testing results,

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. If we provide effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. **1**

 G083791

G1.B1 Students in the lowest 25% in Math and Reading will require extra time and task, resources and support in order to show growth on the FSA. **2**

 B222578

G1.B1.S1 Provide intensive classes in math and reading for students in the lowest 25%. **4**

 S234852

Strategy Rationale

Enrolling students in intensive math and reading classes will give the students more time on task and exposure to technology resources in each subject area.

Action Step 1 **5**

All current available data on student achievement levels in math and reading will be used to determine which students are enrolled in intensive math and reading classes.

Person Responsible

Scott Paladino

Schedule

On 6/2/2017

Evidence of Completion

Student grades, teacher recommendations, previous year's diagnostic testing scores, FSA levels, RI, Reading Plus,

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

Teachers administer biweekly common assessments to monitor student growth and identify areas of need.

Person Responsible

Scott Paladino

Schedule

Biweekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Student diagnostic test scores, common assessment scores, class grades in math and reading.

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

Grade level/subject area teachers will meet to discuss common assessment and diagnostic testing data to determine areas of need.

Person Responsible

Scott Paladino

Schedule

Biweekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Diagnostic and common assessment scores. Student performance on classroom assignments. Weekly LTMs

G1.B1.S2 Provide free morning and after school tutorial in core subject areas as well as homework assistance. 4

 S234853

Strategy Rationale

Providing remediation and homework assistance with highly qualified teachers will improve student comprehension and diagnostic testing scores.

Action Step 1 5

Free tutoring and homework assistance utilizing highly qualified teachers will be offered to students through morning care and after school.

Person Responsible

Liz Jimenez

Schedule

Weekly, from 8/15/2016 to 9/2/2017

Evidence of Completion

Morning and after school attendance sheets. Morning and after school activity schedule.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Daily attendance sheets will be kept to monitor the number of students being reached by the morning and after school programs.

Person Responsible

Liz Jimenez

Schedule

Weekly, from 8/15/2016 to 9/2/2017

Evidence of Completion

Daily attendance sheets, progress reports and report cards of lowest 25% students, common assessment and reteach data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student progress will be monitored through diagnostic testing, common assessment and student grades.

Person Responsible

Liz Jimenez

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common assessment and reteach data, online diagnostics, FSA diagnostics, progress reports and report cards.

G1.B2 Some students lack support and resources at home that are needed to keep pace with level of rigor in the classroom. 2

 B222579

G1.B2.S1 Enroll students in our lowest 25% in a READ 180 class which will give them a double block of reading and language arts with a highly qualified reading teacher 4

 S234854

Strategy Rationale

Providing students more time on task during the school day under the guidance of a highly qualified reading teacher will improve reading comprehension and scores on end of the year standardized assessments.

Action Step 1 5

SY16 Diagnostic and FSA reading scores will be used to determine which students will be enrolled in the READ 180 program.

Person Responsible

Christina Nolli

Schedule

On 6/2/2017

Evidence of Completion

Common Assessment scores, Fall and Winter Diagnostic scores, Reading Plus, RI, student progress and report card grades.

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

Teachers will keep a data notebook with diagnostic and assessment information on each of the targeted students.

Person Responsible

Robert Hatcher

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common assessment scores, Reading diagnostic scores, Previous years FSA scores, progress and report card grades.

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

Student performance on SY17 Reading Diagnostic and common assessments will be monitored. Reading counts points will be kept through ELA to monitor how much reading is being done outside the classroom.

Person Responsible

Scott Paladino


Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

SY17 Reading Diagnostic test scores and biweekly common assessment and Reteach data, Reading Counts points.

G1.B3 The pacing charts, scope and sequence do not provide adequate time for teachers to remediate students who are not achieving proficiency levels on each standard. **2**

 B222580

G1.B3.S1 Provide comprehensive morning and after school tutorials administered by highly qualified teachers in all core subject areas as well as biweekly common assessments in all subject areas. **4**

 S234855

Strategy Rationale

Students scores will improve if given more time on task learning the standards with the guidance of a highly qualified instructor. The data derived from biweekly common assessments will allow teacher to focus remediation on the most critical areas of need.

Action Step 1 **5**

Morning and after school tutorial schedules will be created for the core subject areas.

Person Responsible

Liz Jimenez

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Morning and after school tutorial sign in sheets

Action Step 2 **5**

Grade level subject area teachers will create biweekly common assessments to monitor student progress toward learning goals and identify areas of remediation.

Person Responsible

Robert Hatcher

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data notebooks containing common assessment data will be kept by all teachers.

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

Teachers will bring their common assessment data to their department meetings and determine what areas their remediation needs to focus on. Reteach questions will be included in the following common assessment.

Person Responsible

Robert Hatcher

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data notebooks including remediation lessons and reteach questions for the following weeks assessment.

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

Data will be collected on student mastery of the reteach questions on each common assessment.

Person Responsible

Robert Hatcher

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Following the biweekly common assessment, teachers will identify areas needing remediation and focus their reteach lessons on those areas. Data will be collected from the following common assessments to determine if the reteach concepts were mastered by the students.

G1.B4 ELL students with limited English language skills will need remediation and dual language resources in order to make necessary learning gains **2**

 B222581

G1.B4.S1 Schedule ELL students in classes with dual language peers to act as buddies. **4**

 S234856

Strategy Rationale

Having a peer who speaks the ELL student's home language will allow the ELL student to have a resource for translating content and instruction being delivered in class.

Action Step 1 **5**

Schedule ELL students in academic classes with dual language students currently enrolled. Use dual language runners to act as buddies for ELL students.

Person Responsible

Scott Paladino

Schedule

On 6/2/2017

Evidence of Completion

Class roster with list of dual language student buddies

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

Administrative meetings with the academic teachers of ELL students to discuss student progress and observations on usage of dual language peers by the ELL students.

Person Responsible

Scott Paladino

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Meeting notes, teacher anecdotal records and common assessment data.

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

Common assessment data and diagnostic testing results

Person Responsible

Scott Paladino

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Common assessment data, Diagnostic testing in Reading and ELA

G1.B4.S2 Schedule ELL students in an intensive reading class with a highly qualified educator to facilitate language acquisition. 4

 S234857

Strategy Rationale

ELL students will need remediation in basic English language skills that can be provided in a small group setting with a highly qualified educator.

Action Step 1 5

Beginner ELL students will be placed in an intensive reading class with a highly qualified teacher to receive small group instruction focused on basic English skills.

Person Responsible

Schedule

Daily, from 9/19/2016 to 6/2/2017

Evidence of Completion

Online Diagnostic reports, Common Assessment data, classwork assignments.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

LTM and Administration observations will be used to monitor the fidelity of implementation.

Person Responsible

Scott Paladino

Schedule

Daily, from 9/19/2016 to 6/2/2017

Evidence of Completion

Common assessment scores, Imagine learning diagnostic data, FSA diagnostic scores.
Student classwork and homework grades.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

The classroom teacher will be supplied with all available dual language resources and online materials. Common assessment, diagnostic testing, classwork and homework assignments will be monitored to ensure effectiveness of the program.

Person Responsible

Scott Paladino

Schedule

Daily, from 9/19/2016 to 6/2/2017

Evidence of Completion

Common assessment scores, Imagine learning diagnostic data, FSA diagnostic scores.

G1.B5 Students in advanced, high school credit classes will require extra time on task in order to meet the rigorous demands of the curriculum. 2

B222582

G1.B5.S1 Provide morning and after school tutoring, with highly qualified teachers, for students in advanced and gifted classes. 4

S234858

Strategy Rationale

Students in advanced classes will benefit from having additional time on task with the guidance of highly qualified teachers in those subject areas.

Action Step 1 5

The morning and aftercare program will develop a weekly tutorial program using highly qualified Math, ELA and Science teachers.

Person Responsible

Liz Jimenez

Schedule

On 6/2/2017

Evidence of Completion

Morning and after school roster reports and schedule.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Morning and after school schedules, tutorial attendance sheets and student grades will be monitored for fidelity of implementation.

Person Responsible

Liz Jimenez

Schedule

Monthly, from 8/22/2016 to 9/2/2016

Evidence of Completion

Morning and after school tutorial schedules, Tutorial attendance rosters, student grades and diagnostic test scores.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Student grades, Common Assessments and Diagnostic scores will be monitored to determine the effectiveness of this strategy.

Person Responsible

Scott Paladino

Schedule

Monthly, from 8/22/2016 to 6/2/2017








Evidence of Completion

Student progress reports, report cards, diagnostic data, Common Assessment scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B5.S1.MA1 M307223	Morning and after school schedules, tutorial attendance sheets and student grades will be monitored...	Jimenez, Liz	8/22/2016	Morning and after school tutorial schedules, Tutorial attendance rosters, student grades and diagnostic test scores.	9/2/2016 monthly
G1.MA1 M307224	FSA, EOC, Common assessment and diagnostic testing scores, Reteach assessment scores, Web based...	Paladino, Scott	8/15/2016	FSA, EOC scores, Subject area common assessment item analysis, diagnostic testing results,	6/2/2017 quarterly
G1.B1.S1.MA1 M307210	Grade level/subject area teachers will meet to discuss common assessment and diagnostic testing...	Paladino, Scott	8/30/2016	Diagnostic and common assessment scores. Student performance on classroom assignments. Weekly LTMs	6/2/2017 biweekly
G1.B1.S1.MA1 M307211	Teachers administer biweekly common assessments to monitor student growth and identify areas of...	Paladino, Scott	8/30/2016	Student diagnostic test scores, common assessment scores, class grades in math and reading.	6/2/2017 biweekly
G1.B1.S1.A1 A302621	All current available data on student achievement levels in math and reading will be used to...	Paladino, Scott	8/15/2016	Student grades, teacher recommendations, previous year's diagnostic testing scores, FSA levels, RI, Reading Plus,	6/2/2017 one-time
G1.B2.S1.MA1 M307214	Student performance on SY17 Reading Diagnostic and common assessments will be monitored. Reading...	Paladino, Scott	8/15/2016	SY17 Reading Diagnostic test scores and biweekly common assessment and Reteach data, Reading Counts points.	6/2/2017 biweekly
G1.B2.S1.MA1 M307215	Teachers will keep a data notebook with diagnostic and assessment information on each of the...	Hatcher, Robert	8/15/2016	Common assessment scores, Reading diagnostic scores, Previous years FSA scores, progress and report card grades.	6/2/2017 biweekly
G1.B2.S1.A1 A302623	SY16 Diagnostic and FSA reading scores will be used to determine which students will be enrolled in...	Nolli, Christina	8/15/2016	Common Assessment scores, Fall and Winter Diagnostic scores, Reading Plus, RI, student progress and report card grades.	6/2/2017 one-time
G1.B3.S1.MA1 M307216	Data will be collected on student mastery of the reteach questions on each common assessment.	Hatcher, Robert	8/15/2016	Following the biweekly common assessment, teachers will identify areas needing remediation and focus their reteach lessons on those areas. Data will be collected from the following common assessments to determine if the reteach concepts were mastered by the students.	6/2/2017 biweekly
G1.B3.S1.MA1 M307217	Teachers will bring their common assessment data to their department meetings and determine what...	Hatcher, Robert	8/15/2016	Data notebooks including remediation lessons and reteach questions for the following weeks assessment.	6/2/2017 biweekly
G1.B3.S1.A1 A302624	Morning and after school tutorial schedules will be created for the core subject areas.	Jimenez, Liz	8/15/2016	Morning and after school tutorial sign in sheets	6/2/2017 weekly
G1.B3.S1.A2 A302625	Grade level subject area teachers will create biweekly common assessments to monitor student...	Hatcher, Robert	8/15/2016	Data notebooks containing common assessment data will be kept by all teachers.	6/2/2017 biweekly
G1.B4.S1.MA1 M307218	Common assessment data and diagnostic testing results	Paladino, Scott	9/12/2016	Common assessment data, Diagnostic testing in Reading and ELA	6/2/2017 monthly
G1.B4.S1.MA1 M307219	Administrative meetings with the academic teachers of ELL students to discuss student progress and...	Paladino, Scott	9/12/2016	Meeting notes, teacher anecdotal records and common assessment data.	6/2/2017 monthly
G1.B4.S1.A1 A302626	Schedule ELL students in academic classes with dual language students currently enrolled. Use dual...	Paladino, Scott	9/12/2016	Class roster with list of dual language student buddies	6/2/2017 one-time
G1.B5.S1.MA1 M307222	Student grades, Common Assessments and Diagnostic scores will monitored to determine the...	Paladino, Scott	8/22/2016	Student progress reports, report cards, diagnostic data, Common Assessment scores	6/2/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.A1  A302628	The morning and aftercare program will develop a weekly tutorial program using highly qualified...	Jimenez, Liz	8/22/2016	Morning and after school roster reports and schedule.	6/2/2017 one-time
G1.B1.S2.MA1  M307212	Student progress will be monitored through diagnostic testing, common assessment and student grades.	Jimenez, Liz	8/15/2016	Common assessment and reteach data, online diagnostics, FSA diagnostics, progress reports and report cards.	6/2/2017 quarterly
G1.B4.S2.MA1  M307220	The classroom teacher will be supplied with all available dual language resources and online...	Paladino, Scott	9/19/2016	Common assessment scores, Imagine learning diagnostic data, FSA diagnostic scores.	6/2/2017 daily
G1.B4.S2.MA1  M307221	LTM's and Administration observations will be used to monitor the fidelity of implementation.	Paladino, Scott	9/19/2016	Common assessment scores, Imagine learning diagnostic data, FSA diagnostic scores. Student classwork and homework grades.	6/2/2017 daily
G1.B4.S2.A1  A302627	Beginner ELL students will be placed in an intensive reading class with a highly qualified teacher...		9/19/2016	Online Diagnostic reports, Common Assessment data, classwork assignments.	6/2/2017 daily
G1.B1.S2.MA1  M307213	Daily attendance sheets will be kept to monitor the number of students being reached by the morning...	Jimenez, Liz	8/15/2016	Daily attendance sheets, progress reports and report cards of lowest 25% students, common assessment and reteach data	9/2/2017 weekly
G1.B1.S2.A1  A302622	Free tutoring and homework assistance utilizing highly qualified teachers will be offered to...	Jimenez, Liz	8/15/2016	Morning and after school attendance sheets. Morning and after school activity schedule.	9/2/2017 weekly

V. Professional Development Opportunities

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

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	All current available data on student achievement levels in math and reading will be used to determine which students are enrolled in intensive math and reading classes.	\$0.00
2	G1.B1.S2.A1	Free tutoring and homework assistance utilizing highly qualified teachers will be offered to students through morning care and after school.	\$0.00
3	G1.B2.S1.A1	SY16 Diagnostic and FSA reading scores will be used to determine which students will be enrolled in the READ 180 program.	\$0.00
4	G1.B3.S1.A1	Morning and after school tutorial schedules will be created for the core subject areas.	\$0.00
5	G1.B3.S1.A2	Grade level subject area teachers will create biweekly common assessments to monitor student progress toward learning goals and identify areas of remediation.	\$0.00
6	G1.B4.S1.A1	Schedule ELL students in academic classes with dual language students currently enrolled. Use dual language runners to act as buddies for ELL students.	\$0.00
7	G1.B4.S2.A1	Beginner ELL students will be placed in an intensive reading class with a highly qualified teacher to receive small group instruction focused on basic English skills.	\$0.00
8	G1.B5.S1.A1	The morning and aftercare program will develop a weekly tutorial program using highly qualified Math, ELA and Science teachers.	\$0.00
Total:			\$0.00