

Western Pines Community Middle

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

www.edline.net/pages/western_pines_middle_school

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

48%

Alternative/ESE Center

No

Charter School

No

Minority

47%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

Provide the school's vision statement

First and foremost, we intend to serve as a vital link in the process of preparing students for a successful high school experience. We are further committed to providing a safe environment along with an educational climate that promotes high expectations.

School Environment

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), 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.

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.

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.

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. 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.

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, on the second day 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. Multiple teachers are placed throughout the campus in the morning and afternoon to assure that their is sufficient supervision for students when they are not in the classrooms. Our school resource officer is a constant presence in the hallways, 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.

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.

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.

School discipline policies and SwPBS are updated during faculty and team meetings and are reinforced to the students through classroom focus lessons.

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.

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.

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

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.

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
	6	7	8	
Attendance below 90 percent	11	14	9	34
One or more suspensions	31	36	28	95
Course failure in ELA or Math	0	0	1	1
Level 1 on statewide assessment	38	46	31	115

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	13	17	6	36

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. Western Pines also utilizes mentors and peer buddies for struggling students.

Students who are at a level 1 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%.

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.

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

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, and FCAT 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.

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.

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
Hatcher, Robert	Principal
Paladino, Scott	Assistant Principal
Nolli, Christina	Assistant Principal
Jimenez, Liz	Other

Duties

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.

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 SwPBSS. 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Raleigh Edgar	Student
Brianna Pouliot	Student
Genna Webber	Student
Ginger Blankenship	Parent
Karensa Wright	Parent
Christy Perry	Parent
Kim Webber	Parent
Beth Pouliot	Parent
Virginia Pullem	Parent
Ingrid Engle	Parent
Nicole Bottoms	Parent
Paula Abiusi	Parent
Patty Bolton	Education Support Employee
Cindi Walker	Business/Community
Tina White	Teacher
Lashonda Overstreet	Teacher
Elizabeth Jimenez	Teacher
Robert Hatcher	Principal

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

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 SY14.

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.

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.

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. Last year some carry over funds were allocated to teacher tests in the amount of \$200.00

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
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

Duties

Describe how the LLT promotes literacy within the school

The LLT initiatives are:

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

All departments participate in implementation of 6-way paragraph reading format.

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

Teaching reading initiatives include:

Subject area Word of the Day;

6-way paragraphs

Professional development is conducted for staff from a district representative for reading literacy, additional training provided for 6 - way paragraph, and training in implementation of best practices based on Marzano's Highly Effective teaching strategies.

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

Western Pines created a master schedule that built in common planning for each core subject area, providing teachers consistent time review data, share planning ideas and create common assessments. Subject area meetings are held every Monday and Friday with a focus on data analysis and the academic needs of the 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.

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

Recruitment:

Principal recruits teachers through advertising positions available online through the district website for both internal and external applicants.

Retention:

1. Principal Award for staff making the greatest school wide impact. Person responsible: Principal.
2. Kudos recognition for staff making contributions of exemplary support. Person responsible: All Staff.
3. Incentives for perfect attendance and class coverage Person responsible: Principal.

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.

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

Western Pines uses district adopted instructional programs and materials which are aligned with Florida's standards. All departments use the district supported Learning Village which provides resources, lessons and pacing charts that are aligned to Florida's standards. After school and morning tutorials utilize highly qualified teachers for remediation and enhancement of student comprehension in the core subject areas.

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

Western Pines' teachers make data analysis a focus of their daily lesson planning. Each teacher keeps a progress monitoring notebook with FCAT, 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.

Teacher use Learning Team Meetings to monitor student progress on the class and grade level. Students who are at a level 1 in reading are placed in an extended block utilizing the Read 180 curriculum.

Students who are at a level 1 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.

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: 7,470

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

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

Nolli, Christina, christina.nolli@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.

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

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.

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

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.

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.

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.

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

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 students are exposed to writing across curriculum areas and given support through tutorial sessions, then Western Pines will increase our numbers of students who are proficient in writing on the SY15 annual state assessment by 6%.
- G2.** If online resources and tutorials administered by highly qualified teachers are utilized then Western Pines will have 70% proficiency rate on the SY15 standardized science exam.
- G3.** If the lowest 25% of reading students are enrolled in a Read 180 class and given access to reading materials then Western Pines will increase our number of students who are proficient in reading by 7% based on the annual state assessment results..
- G4.** If the level 1 math students are enrolled in intensive math and students are provided tutorials conducted by highly qualified teachers then Western Pines will increase our number of students who are proficient in math by 6% based on the annual state assessment results

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. If students are exposed to writing across curriculum areas and given support through tutorial sessions, then Western Pines will increase our numbers of students who are proficient in writing on the SY15 annual state assessment by 6%. 1a

G049376

Targets Supported 1b

Indicator	Annual Target
	6.0

Resources Available to Support the Goal 2

- Diagnostic writing exams
- Cross Curriculum writing prompts
- Reading based writing prompts

Targeted Barriers to Achieving the Goal 3

- Some students do not have the required skills in reading and writing to perform on or above grade level on the FSA Writing exam.

Plan to Monitor Progress Toward G1. 8

Common assessment data, SY15 Diagnostic Writing scores

Person Responsible

Scott Paladino

Schedule

Monthly, from 8/18/2014 to 3/13/2015

Evidence of Completion

SY15 Writing diagnostic scores, Writing common assessment scores.

G2. If online resources and tutorials administered by highly qualified teachers are utilized then Western Pines will have 70% proficiency rate on the SY15 standardized science exam. 1a

G049332

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- K-12 Support Grant
- Science labs and materials
- FCAT Explorer & Jefferson Lab

Targeted Barriers to Achieving the Goal 3

- Low levels of rigor in classroom assignments
- Science scope and sequence does not provide adequate time for remediation in areas of need.

Plan to Monitor Progress Toward G2. 8

Common assessment scores, SY15 Science Diagnostics, FCAT Explorer scores.

Person Responsible

Scott Paladino

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Bi-weekly common assessment scores, SY15 Science diagnostic results, FCAT Explorer student reports.

G3. If the lowest 25% of reading students are enrolled in a Read 180 class and given access to reading materials then Western Pines will increase our number of students who are proficient in reading by 7% based on the annual state assessment results.. 1a

G048964

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	7.0

Resources Available to Support the Goal 2

- Read 180 curriculum for our lowest performing students
- Classroom libraries and media center resources
- Reading Counts assessments
- Incentives for students completing Reading Counts points
- Multiple computer labs for reading assessment.

Targeted Barriers to Achieving the Goal 3

- Students do not spend enough time at school and at home reading
- Students do not have access to reading materials outside of school

Plan to Monitor Progress Toward G3. 8

Bi-weekly common assessments will be monitored by teachers and reviewed by administration through teacher generated data notebooks. SY15 Reading diagnostic test results.

Person Responsible

Scott Paladino

Schedule

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

Evidence of Completion

Teacher generated data notebooks, EDW reports for SY15 Reading diagnostic tests.

G4. If the level 1 math students are enrolled in intensive math and students are provided tutorials conducted by highly qualified teachers then Western Pines will increase our number of students who are proficient in math by 6% based on the annual state assessment results **1a**

G040750

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	6.0

Resources Available to Support the Goal **2**

- After-School program for tutoring and homework assistance
- Bi-Weekly common assessments to identify weaknesses in understanding concepts
- Support facilitation, re-teach, and differentiated instruction for increasing concept mastery
- Implementation of intensive courses for all level 1 students; READ 180 for reading and intensive math
- Progress monitoring of all students for proficiency

Targeted Barriers to Achieving the Goal **3**

- Student time on task insufficient for concept mastery
- Student deficiency in prior knowledge for understanding concepts

Plan to Monitor Progress Toward G4. **8**

Student progress report and end of quarter grades as well as common assessment and diagnostic scores.

Person Responsible

Scott Paladino

Schedule

Quarterly, from 8/18/2014 to 5/28/2015

Evidence of Completion

Results of Common Assessments and Progress Monitoring Notebook Data comparison

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 students are exposed to writing across curriculum areas and given support through tutorial sessions, then Western Pines will increase our numbers of students who are proficient in writing on the SY15 annual state assessment by 6%. **1**

 G049376

G1.B1 Some students do not have the required skills in reading and writing to perform on or above grade level on the FSA Writing exam. **2**

 B123402

G1.B1.S1 Teach and Reinforce writing strategies across all curriculum areas **4**

 S135308

Strategy Rationale

Students will be exposed to the writing process and receive feedback on their writing using FSA style writing prompts that are based on reading passages.

Action Step 1 **5**

Writing strategies will be practiced in all core academic classes as well as in electives

Person Responsible

Scott Paladino

Schedule

Monthly, from 8/18/2014 to 3/13/2015

Evidence of Completion

Teacher generated data notebooks; Writing diagnostic tests.

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

Student work samples will be monitored from all core and elective classes

Person Responsible

Scott Paladino

Schedule

Monthly, from 8/18/2014 to 3/13/2015

Evidence of Completion

Student work samples, Writing diagnostic samples,

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

Student performance on common assessment and SY15 Writing diagnostics will be monitored.

Person Responsible

Scott Paladino

Schedule

Monthly, from 8/18/2014 to 3/13/2015

Evidence of Completion

SY15 Writing diagnostic scores, common assessment scores

G2. If online resources and tutorials administered by highly qualified teachers are utilized then Western Pines will have 70% proficiency rate on the SY15 standardized science exam. 1

G049332

G2.B1 Low levels of rigor in classroom assignments 2

B123297

G2.B1.S1 Teachers will use FCAT Explorer and Jefferson lab to enhance their lessons 4

S135651

Strategy Rationale

Online resources will provide additional challenges to the students and increase the rigor of classroom assignments

Action Step 1 5

Teachers will use FCAT Explorer and Jefferson Lab to increase the rigor of their lessons

Person Responsible

Scott Paladino

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, Jefferson Lab assignment reports, FCAT Explorer test results

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Implement the FCAT Explorer and Jefferson Lab online program

Person Responsible

Scott Paladino

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Jefferson Lab assignment reports, Teacher lesson plans, FCAT Explorer reports.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitoring the implementation of the FCAT Explorer and Jefferson Lab program as well as common assessment and diagnostic test scores

Person Responsible

Scott Paladino

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Common assessment scores, Jefferson lab assignment scores, SY15 Science diagnostic scores, FCAT Explorer test results.

G2.B2 Science scope and sequence does not provide adequate time for remediation in areas of need. 2

 B123801

G2.B2.S1 Provide students with morning and after school tutorials in Science. 4

 S135670

Strategy Rationale

Students scores will improve if given more time on task learning the science benchmarks with the guidance of a highly qualified instructor.

Action Step 1 5

Morning and After school science tutorials will be made available and will be taught by highly qualified instructors.

Person Responsible

Liz Jimenez

Schedule

On 5/28/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Student attendance logs will be kept daily for the science tutorial

Person Responsible

Liz Jimenez

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Student attendance logs for the tutorial program will be collected to monitor the number of students utilizing the program. Highly qualified teachers will be selected to administer the tutorial program.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

SY15 Science diagnostic test results as well as common assessment results will be monitored to determine the effectiveness of the tutorial program.

Person Responsible

Robert Hatcher

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

SY15 Science diagnostic test results, Bi-weekly common assessment results.

G3. If the lowest 25% of reading students are enrolled in a Read 180 class and given access to reading materials then Western Pines will increase our number of students who are proficient in reading by 7% based on the annual state assessment results.. 1

G048964

G3.B1 Students do not spend enough time at school and at home reading 2

B122303

G3.B1.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

S134701

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

SY14 FCAT reading scores will be used to determine which students will be enrolled in the READ 180 program.

Person Responsible

Christina Nolli

Schedule

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

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Robert Hatcher

Schedule

On 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student performance on SY15 Reading Diagnostic tests will be monitored.

Person Responsible

Christina Nolli

Schedule

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

Evidence of Completion


SY15 Reading Diagnostic test scores.

G3.B2 Students do not have access to reading materials outside of school 2

 B122387

G3.B2.S1 Provide classroom libraries and media center access for students to borrow reading materials.

4

 S134728

Strategy Rationale

Students who do not have access to reading materials at home or are unable to get transportation to the public library will be able to use school reading materials while at school and at home.

Action Step 1 5

Western Pines will use district resources to provide classroom libraries in Language Arts and Read 180 classrooms.

Person Responsible

Scott Paladino

Schedule

On 6/5/2015

Evidence of Completion

Invoices for purchased reading materials

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teachers will keep track of reading counts points that students earn and keep a log of books that are checked out by students in their classrooms.

Person Responsible

Scott Paladino

Schedule

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

Evidence of Completion

Reading counts logs, Media center reports, classroom library checkout logs.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Students will be recognized for Reading Counts points. Teachers will submit reading counts points and reading logs each quarter.

Person Responsible

Scott Paladino

Schedule

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


Evidence of Completion

Reading counts logs. Student reading logs.


G4. If the level 1 math students are enrolled in intensive math and students are provided tutorials conducted by highly qualified teachers then Western Pines will increase our number of students who are proficient in math by 6% based on the annual state assessment results **1**

 G040750

G4.B1 Student time on task insufficient for concept mastery **2**

 B098669

G4.B1.S1 After-care tutorial and homework assistance available for all students provided by highly qualified instructors for reading, math, and science **4**

 S110044

Strategy Rationale

Students in the lowest 25% in Math are afforded more time on task, before and after school, with the assistance of highly qualified instructors which will improve their scores on the end of year standardized assessment

Action Step 1 **5**

After-care tutorial and homework assistance

Person Responsible

Liz Jimenez

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Completed tutorials, completed homework, diagnostic results

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

After-care tutorial and homework assistance

Person Responsible

Liz Jimenez

Schedule

On 5/28/2015

Evidence of Completion

Tutorial attendance, Completed homework, common assessment scores

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

After-Care tutorial and homework assistance

Person Responsible

Liz Jimenez


Schedule

Quarterly, from 9/30/2014 to 5/28/2015

Evidence of Completion

Daily homework assignments; Quarterly grades, Diagnostic Testing

G4.B1.S2 Intensive courses provided for level 1 students in reading and math 4

 S110045

Strategy Rationale

Students in the lowest 25% in Math receive an additional 5 hours per week of remedial math instruction, improving performance on the end of the year standardized assessment.

Action Step 1 5

Intensive courses provided for students with level 1 scores in reading and math

Person Responsible

Christina Nolli

Schedule

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

Evidence of Completion

Final grades per course

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Intensive courses for level 1 students in reading and math

Person Responsible

Christina Nolli

Schedule

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

Evidence of Completion

Data collected from Core K-12 and Read 180 reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Intensive courses provided for level 1 students in reading and math

Person Responsible

Christina Nolli


Schedule

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


Evidence of Completion

Data generated from computer based assessments

G4.B2 Student deficiency in prior knowledge for understanding concepts 2

 B098670

G4.B2.S1 Utilize data from common assessments and diagnostics to determine concept deficiencies and identify academic weaknesses. 4

 S110046

Strategy Rationale

Identifying areas of student deficiency will allow teachers to focus their instructions in critical areas and provide individual remediation to students lacking skills in specific areas.

Action Step 1 5

Provide common assessments to students to determine concept mastery and deficiencies

Person Responsible

Robert Hatcher

Schedule

Biweekly, from 8/26/2014 to 6/5/2015

Evidence of Completion

Item analysis and graph of data

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Common Assessments

Person Responsible

Robert Hatcher

Schedule

Biweekly, from 8/26/2014 to 6/5/2015

Evidence of Completion

Completed common assessments and data results

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Common Assessments

Person Responsible

Robert Hatcher

Schedule

On 6/5/2015

Evidence of Completion

Re-teach assignments and mastery level of proficiency of concepts (95% +)

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
G4.B1.S1.A1	After-care tutorial and homework assistance	Jimenez, Liz	9/2/2014	Completed tutorials, completed homework, diagnostic results	5/29/2015 daily
G4.B1.S2.A1	Intensive courses provided for students with level 1 scores in reading and math	Nolli, Christina	8/18/2014	Final grades per course	6/5/2015 daily
G4.B2.S1.A1	Provide common assessments to students to determine concept mastery and deficiencies	Hatcher, Robert	8/26/2014	Item analysis and graph of data	6/5/2015 biweekly
G3.B1.S1.A1	SY14 FCAT reading scores will be used to determine which students will be enrolled in the READ 180 program.	Nolli, Christina	8/18/2014	Common Assessment scores, Fall and Winter Diagnostic scores, student progress and report card grades.	6/5/2015 daily
G3.B2.S1.A1	Western Pines will use district resources to provide classroom libraries in Language Arts and Read 180 classrooms.	Paladino, Scott	9/26/2014	Invoices for purchased reading materials	6/5/2015 one-time
G2.B1.S1.A1	Teachers will use FCAT Explorer and Jefferson Lab to increase the rigor of their lessons	Paladino, Scott	8/18/2014	Lesson plans, Jefferson Lab assignment reports, FCAT Explorer test results	6/4/2015 monthly
G2.B2.S1.A1	Morning and After school science tutorials will be made available and will be taught by highly qualified instructors.	Jimenez, Liz	9/2/2014		5/28/2015 one-time
G1.B1.S1.A1	Writing strategies will be practiced in all core academic classes as well as in electives	Paladino, Scott	8/18/2014	Teacher generated data notebooks; Writing diagnostic tests.	3/13/2015 monthly
G1.MA1	Common assessment data, SY15 Diagnostic Writing scores	Paladino, Scott	8/18/2014	SY15 Writing diagnostic scores, Writing common assessment scores.	3/13/2015 monthly
G1.B1.S1.MA1	Student performance on common assessment and SY15 Writing diagnostics will be monitored.	Paladino, Scott	8/18/2014	SY15 Writing diagnostic scores, common assessment scores	3/13/2015 monthly
G1.B1.S1.MA1	Student work samples will be monitored from all core and elective classes	Paladino, Scott	8/18/2014	Student work samples, Writing diagnostic samples,	3/13/2015 monthly
G2.MA1	Common assessment scores, SY15 Science Diagnostics, FCAT Explorer scores.	Paladino, Scott	8/18/2014	Bi-weekly common assessment scores, SY15 Science diagnostic results, FCAT Explorer student reports.	6/4/2015 biweekly
G2.B1.S1.MA1	Monitoring the implementation of the FCAT Explorer and Jefferson Lab	Paladino, Scott	8/18/2014	Common assessment scores, Jefferson lab assignment scores, SY15 Science	6/4/2015 biweekly

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Western Pines Community Middle

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	program as well as common assessment and diagnostic test scores			diagnostic scores, FCAT Explorer test results.	
G2.B1.S1.MA1	Implement the FCAT Explorer and Jefferson Lab online program	Paladino, Scott	8/18/2014	Jefferson Lab assignment reports, Teacher lesson plans, FCAT Explorer reports.	6/4/2015 quarterly
G2.B2.S1.MA1	SY15 Science diagnostic test results as well as common assessment results will be monitored to determine the effectiveness of the tutorial program.	Hatcher, Robert	9/2/2014	SY15 Science diagnostic test results, Bi-weekly common assessment results.	5/28/2015 biweekly
G2.B2.S1.MA1	Student attendance logs will be kept daily for the science tutorial	Jimenez, Liz	9/2/2014	Student attendance logs for the tutorial program will be collected to monitor the number of students utilizing the program. Highly qualified teachers will be selected to administer the tutorial program.	5/28/2015 daily
G3.MA1	Bi-weekly common assessments will be monitored by teachers and reviewed by administration through teacher generated data notebooks. SY15 Reading diagnostic test results.	Paladino, Scott	8/18/2014	Teacher generated data notebooks, EDW reports for SY15 Reading diagnostic tests.	6/5/2015 quarterly
G3.B1.S1.MA1	Student performance on SY15 Reading Diagnostic tests will be monitored.	Nolli, Christina	8/18/2014	SY15 Reading Diagnostic test scores.	6/5/2015 semiannually
G3.B1.S1.MA1	Teachers will keep a data notebook with diagnostic and assessment information on each of the targeted students.	Hatcher, Robert	8/18/2014	Common assessment scores, Reading diagnostic scores, progress and report card grades.	6/5/2015 one-time
G3.B2.S1.MA1	Students will be recognized for Reading Counts points. Teachers will submit reading counts points and reading logs each quarter.	Paladino, Scott	8/18/2014	Reading counts logs. Student reading logs.	6/5/2015 quarterly
G3.B2.S1.MA1	Teachers will keep track of reading counts points that students earn and keep a log of books that are checked out by students in their classrooms.	Paladino, Scott	8/18/2014	Reading counts logs, Media center reports, classroom library checkout logs.	6/5/2015 quarterly
G4.MA1	Student progress report and end of quarter grades as well as common assessment and diagnostic scores.	Paladino, Scott	8/18/2014	Results of Common Assessments and Progress Monitoring Notebook Data comparison	5/28/2015 quarterly
G4.B1.S1.MA1	After-Care tutorial and homework assistance	Jimenez, Liz	9/30/2014	Daily homework assignments; Quarterly grades, Diagnostic Testing	5/28/2015 quarterly
G4.B1.S1.MA1	After-care tutorial and homework assistance	Jimenez, Liz	9/2/2014	Tutorial attendance, Completed homework, common assessment scores	5/28/2015 one-time
G4.B2.S1.MA1	Common Assessments	Hatcher, Robert	8/26/2014	Re-teach assignments and mastery level of proficiency of concepts (95% +)	6/5/2015 one-time
G4.B2.S1.MA1	Common Assessments	Hatcher, Robert	8/26/2014	Completed common assessments and data results	6/5/2015 biweekly
G4.B1.S2.MA1	Intensive courses provided for level 1 students in reading and math	Nolli, Christina	8/18/2014	Data generated from computer based assessments	6/5/2015 quarterly
G4.B1.S2.MA1	Intensive courses for level 1 students in reading and math	Nolli, Christina	8/18/2014	Data collected from Core K-12 and Read 180 reports	6/5/2015 quarterly

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.

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: If online resources and tutorials administered by highly qualified teachers are utilized then Western Pines will have 70% proficiency rate on the SY15 standardized science exam.	514
Goal 3: If the lowest 25% of reading students are enrolled in a Read 180 class and given access to reading materials then Western Pines will increase our number of students who are proficient in reading by 7% based on the annual state assessment results..	514
Goal 4: If the level 1 math students are enrolled in intensive math and students are provided tutorials conducted by highly qualified teachers then Western Pines will increase our number of students who are proficient in math by 6% based on the annual state assessment results	514
Grand Total	1,542

Goal 2: If online resources and tutorials administered by highly qualified teachers are utilized then Western Pines will have 70% proficiency rate on the SY15 standardized science exam.

Description	Source	Total
B2.S1.A1 - K-12 Support Grant	Other Federal	514
Total Goal 2		514

Goal 3: If the lowest 25% of reading students are enrolled in a Read 180 class and given access to reading materials then Western Pines will increase our number of students who are proficient in reading by 7% based on the annual state assessment results..

Description	Source	Total
B1.S1.A1 - K-12 Support Grant	Other	514
Total Goal 3		514

Goal 4: If the level 1 math students are enrolled in intensive math and students are provided tutorials conducted by highly qualified teachers then Western Pines will increase our number of students who are proficient in math by 6% based on the annual state assessment results

Description	Source	Total
B1.S1.A1 - K-12 Support Grant	Other Federal	514
Total Goal 4		514