

The School District of Palm Beach County

# Wellington Landings Middle



2015-16 School Improvement Plan

## Wellington Landings Middle

1100 AERO CLUB DR, Wellington, FL 33414

[www.edline.net/pages/wellington\\_landings\\_ms](http://www.edline.net/pages/wellington_landings_ms)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	37%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	48%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary 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 11/17/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Wellington Landings Community Middle School is committed to empowering all students with the knowledge and skills necessary to reach their full academic potential and to become productive citizens and lifelong learners. Our mission aligns with the School District of Palm Beach County Mission Statement.

##### Provide the school's vision statement

Wellington Landings Community Middle School prepares students with academic skills, effective and productive personal habits, and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses. Our mission aligns with the School District of Palm Beach County Vision Statement.

#### School Environment

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

Wellington Landings Middle School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels including but not limited to:

- \* History of Holocaust
- \* History of Africans and African Americans
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veterans

We instill an appreciation for multicultural diversity through our anti-bullying campaign; school-wide structured lessons; culturally infused lessons on topics such as African American Studies, Hispanic culture and history and the Holocaust; and implementation of the school-wide PBS program which emphasizes respect for all. A Peer Partners class is offered in which regular education students work side-by-side with special needs (ESE) students. Our ESE students are included in school-wide activities and scheduled to attend mainstream classes as well as electives, a practice that benefits all students.

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

WLMS utilizes a carefully crafted Positive Behavior Support Plan to maintain one of the safest school environments in Palm Beach County. Team members meet regularly throughout the year to review discipline data and create school-wide lessons based on the three R's - Respect, Responsibility, and Resilience. During the first week of school, all teachers instruct students on WLMS behavioral expectations. Students role play and practice situations after lesson presentations and videos that instruct them on the specifics of the expectations. In addition to reviewing the rules, students learn to use their planner, and how to identify and report bullying. WLMS has also implemented an anti-bullying "Be That One" school wide program through which the students are encouraged to take a stand against bullying by helping others who may be experiencing troubles with this issue. Students can self report their individual efforts to befriend and assist those in need by completing a form and having a staff member verify and provide a signature to confirm their actions. A school wide lesson on this program is conducted in the first week of school to promote empathy among the students for their



peers and to create an understanding of the harmful effects of bullying.

Each morning, during announcements, Principal Bennett stresses what it means to be a SUPERSTARRR at WLMS. Staff members use her daily reminders during discussions with students. Our rules are repeated often, with an emphasis on the three R's.

At the beginning of the second semester, we celebrate SUPERSTARRR WEEK. In addition to anti-bullying and other behavior-based lessons taught in every classroom, students enjoy a special reward each day; ie, "Twins Day," "Crazy Socks Day," etc. The culminating activity is a grade level assembly during which our SUPERSTARRRS are introduced and perform. Individual students walk out on a red carpet and tell the audience why they are SUPERSTARRRS. Our performing groups entertain with special musical and dance numbers.

WLMS has a group of dedicated staff members who oversee and instruct in the Before and After School Programs. Students enjoy supervised activities (game room, sports, clubs, and homework assistance) from 7:30AM until 5:15PM (and later, when necessary). WLMS has one of the highest rated Before/After School Programs in Palm Beach County. Its motto is, "After School Rocks!" All school rules and dress code apply.

**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**

WLMS has a single school culture for behavior. There is a highly structured behavioral program in place which is published in the teachers' handbook and reviewed during pre-school. Teachers follow the district guidelines which require two interventions prior to writing a referral. Parent communication, preferably by phone, is required. As a result of the tiered behavioral interventions, very few students require the more serious forms of discipline. Teachers meet with the assistant principals monthly for grade level meetings, during which student behavioral issues are addressed. A particularly effective program is our level one detention which is issued for dress code, gum, hallway and tardy violations. These detentions are issued by teachers and followed up with phone calls made by office staff to schedule. This proactive approach to minor violations keeps student behavior from escalating and minimizes the need for referrals to administration. For more serious offenses, WLMS has an in-school suspension program which has both academic and counseling components. Discipline data is reviewed quarterly by the Positive Behavior Support Team, staff and SAC to make sure that the rules are fairly and consistently enforced.

**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**

WLMS has two counselors who meet with students, as needed, to discuss academic and emotional concerns. During the spring, the counselors teach a career education unit and coordinate visits of feeder schools to our campus. The eighth grade administrator is skilled in behavioral intervention and works with students who need emotional and academic support to be successful. Another assistant principal is in charge of the School Based Team which meets monthly to discuss students who require academic and/or behavioral interventions. This team refers students who need additional support to the Child Study Team. The Child Study Team (CST) is a group of selected teachers, counselors, and parents who act as educational liasons to develop and review plans to best meet the needs of individual students. Selected teachers and counselors act as mentors for students who need support beyond what is offered through our school counselors. Skilled "listeners" who are trained by an outside agency meet with individual students who have been identified as children who would benefit from talking with an adult on a regular basis.

### 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**

Attendance is monitored by the grade level counselors. Parents of absent students are notified of an absence by phone. Parents of students who are absent five or more days each nine weeks are contacted by the grade level counselor and receive a letter notifying them of the need for a doctor's note or the requirement to sign in daily in the Student Services office. Suspensions are monitored by the grade level assistant principals, and students who need behavioral interventions are referred to the School Based Team. Students who are failing are referred to the School Based Team. Struggling students (in the lowest 25%) are monitored and counseled on a regular basis by an assistant principal who reviews diagnostic test results and meets with them to set goals. A variety of staff members act as mentors for students who need individual attention. The following data was compiled from SY15.

**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	2	6	17	25
One or more suspensions	34	27	34	95
Course failure in ELA or Math	28	56	57	141
Level 1 on statewide assessment	0	0	0	
	0	0	0	

*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	22	23	58

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

All students at WLMS are required to complete assignments in Reading Plus on a weekly basis. Students scoring below their grade level are required to spend more time using Reading Plus until they reach their grade level goals. Students who score at Level 1 in standardized testing are targeted for special programs such as intensive reading and/or math while receiving additional pull out small group instruction, and goal setting counseling sessions (with an AP). Late in the first semester and at the beginning of the second semester, students of concern are invited to tutorial sessions that will take place on Saturdays and/or before and after-school. Some students are temporarily removed from electives for additional instruction during the second semester. With parent approval, some of these students are required to attend homework assistance in the After School Program. Students who are identified by the School Based Team as needing additional support because they are failing language arts, reading or math, receive that support through tiered interventions that are monitored by School Based Team (SBT) members. Failure to progress satisfactorily through the tiered system results in referral to the Child Study Team.

**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**

In SY16, WLMS will continue to reach out to parents of our students in an attempt to strengthen the school-home relationship and to educate parents on school-wide initiatives. The principal uses the Parent Link System (call out phone delivery system) and email distribution to inform parents of upcoming events and important information. Parents are encouraged to join the School Advisory Council, the PTO and their Volunteer Program. Our families receive five newsletters throughout the school year highlighting important school information, recognizing students, staff and parents. The principal meets quarterly with parents who attend the "Coffee with the Principal" event sponsored by the PTO. Strategies to improve parent communication and involvement were effectively implemented during 2014-15, culminating in WLMS being recognized as a 5-STAR school.

**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**

Community members are solicited to join the School Advisory Council. SAC membership includes a business liaison position. The PTO has a School Business Partnership Coordinator who oversees business partnerships. Members of the Business Partnership Committee solicit support of local businesses. They keep a record of business supporters and they are recognized for their contribution to the school in the newsletter and with a letter from the principal.

**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:**

Name	Title
Bennett, Blake	Principal
Fill, Timothy	Assistant Principal
Lewis, Carla	Assistant Principal

**Duties**

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

The Leadership Team comprised of the principal, assistant principals, guidance counselors, ESE coordinator, and school police officer meet weekly to evaluate our progress in relation to our pending activities/goals. The principal determines the agenda, with input from team members. The primary goal of the WLMS Leadership Team is instructional leadership. The focus of these meetings is rigor of instruction on the Depth of Knowledge (DOK) Scale, Levels 3 and 4. In addition to academic goals,

the team reviews behavioral data and makes decisions that ensure student safety.

The school-based Multi-Tiered Systems of Support (MTSS) leadership team is comprised of the principal, assistant principals, ESE contact, guidance counselors, SLP, school psychologist, and classroom teachers. Members of the school-based MTSS leadership team met with the SAC to help develop the SY16 SIP. Utilizing the previous year's data and information on the Tier 1, 2, and 3 targets, and deficit areas were discussed.

Topics for discussions include but are not limited to:

FCAT, FSA, and EOC scores and the lowest 25%

Strengths and weaknesses of intensive classes

Mentoring, tutoring, and other pull-out services

Professional development for all stakeholders on the MTSS process

***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***

An ongoing, systematic problem solving process is consistently used to guide decision making across a continuum of needs. Data collection related to academic achievement, discipline, attendance, and other factors is used to determine the effectiveness of core instruction among our students. Based upon this information, the school leadership team will identify the professional development activities needed to create and improve effective learning environments. After determining that effective Tier 1-core instruction is in place, the team will identify students who are not meeting the identified targets. These students will be referred to the school based MTSS leadership team. This team will use a four step problem solving model to conduct all meetings and formulate an individual plan for these students' academic/behavioral needs. The team will assign a case liaison and will ensure the necessary resources are available and that the plans are implemented with fidelity.

Problem Solving Process-

1- Problem identification- identifying the problem and the desired outcome for the student.

2- Problem analysis- analyzing why the problem is occurring and collecting data to determine possible causes.

3- Intervention design and implementation- selecting or developing evidence-based interventions based on an ongoing collection of data and ensuring that it is implemented correctly.

4- Evaluations- (also known as response to intervention, RTI) Assessing the effectiveness of the response to the intervention and determining future steps. Step four in the problem solving method is arguably the most important step as it specifically looks to determine whether a student has responded positively, or not, to the intervention and supports provided. It is from this crucial step that the Response to Intervention process gets its name.

The problem solving process is self-correcting, and if necessary, recycles in order to achieve the best outcomes for all students.

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX, teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during learning team meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and implementation of SwPBS programs.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Blake Bennett	Principal
Miguel Torregrosa	Parent
Michael Samarel	Teacher
Lori Gerboc	Teacher
Joanne Kapsos	Business/Community
Berta Ebersole	Parent
Anne Gerwig	Business/Community
Lisa Havell	Teacher
Daphanie Richards	Education Support Employee
Deborah Clein	Parent
Brenda Katz	Parent
Gina Kleino	Parent
Lauren Myerson	Student
Michelle Daniels	Parent
Daisy Nelson	Parent
Deborah Kornya	Parent

### 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*

On August 3, 2015, Principal Bennett showed a PowerPoint presentation of the year in review and data analysis based on the spring, 2015 Alg. 1 EOC, 8th grade Science FCAT and Civics EOC results. WLMS was #2 in the District in Science proficiency, tied for #2 in Civics proficiency and tied for #1 in Algebra 1 EOC proficiency. WLMS made significant gains, showing proficiency gains in Science (+ ), Civics (+ ) and Algebra 1 (100%). FSA data for Math, Reading, and Writing were incomplete since results will not be available from the District until late Fall 2015. Results will be analyzed and shared with the SAC after the state releases this information.

*Development of this school improvement plan*

Several members of the SAC provided information to develop the initial draft of the school improvement plan. The plan was provided to the SAC for approval. The SAC reviewed, revised, and voted to approve the school improvement plan. At the 9/21/15 SAC meeting, the membership discussed the targets this year which include an emphasis on evidence-based writing, increased rigor, analytical thinking, the use of complex text, and collegial planning for the purpose of unpacking the standards. We reconvened on 10/6/15 to finalize and approve the plan.

*Preparation of the school's annual budget and plan*

Any SAC funds received for FY'16 will be used for teacher resources, tutoring salaries, technology, and other expenses related to student achievement and approved by the SAC.

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

Last year SAC funds were used to upgrade technology and to provide tutorials for remediation. It is anticipated that the amount of funds this year will be similar to the amount that was used for programs last school year to promote student achievement through school-wide tutorial programs, professional development opportunities, and technology. See the budget line items located on the last page of this plan for specific amounts and funding sources.

**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:**

Name	Title
Bennett, Blake	Principal
Weber, Lois	Teacher, K-12
Berton, Joann	Teacher, K-12
Warren, Judy	Teacher, K-12
Stern, Robin	Teacher, K-12
Havell, Lisa	Teacher, K-12
Samarel, Michael	Teacher, K-12
Gerboc, Lori	Teacher, K-12
Walsh, Margie	Teacher, K-12
Fill, Timothy	Assistant Principal
Lewis, Carla	Assistant Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT seeks to increase rigor so that all students will achieve proficiency and continued growth on all assessments. Students will use the acronym RACE (Restate, Answer, Cite, and Explain) as a writer's checklist across all curricular areas. Students are expected to complete daily writing assignments using this checklist. We also focus on increasing literacy through the use of school-wide literacy activities on selected PD days. The entire school will work on cross-curricular assignments that require students to read at least two pieces of informational text and produce a written, evidence-based, comparative analysis of the topic. Every teacher will be responsible for developing and implementing a set number of evidence-based writing lesson plans, utilizing a common grading rubric provided by the administration. These lessons will be discussed at content area planning meetings (scheduled every three weeks) and will require students to compare, contrast and analyze complex pieces of text. Finally, the school based LLT will ensure that students receive instruction in reading strategies such as QAR, Search and Destroy, and chunking. Students will participate in Reading Counts (with incentives), Reading Plus and school-wide vocabulary-building strategies (Gator Glossary, interactive word walls and Word Attack skills practice) across the curriculum. Enrichment opportunities such as Battle of the Books and Academic Games competitions are provided for students at the highest levels of achievement. During the summer, students are required to read a



book from the Sunshine State Readers' Book List and complete a project which is presented during the first few weeks of the school year.

## Public and Collaborative Teaching

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

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

Teachers have common planning and meet every three weeks by grade level and subject area to discuss instruction, with an emphasis on backwards design. Topics such as the grade level teams' writing initiative, data review, development of scales, intervention strategies, common assessments, and standards are routinely discussed, with an administrative staff member facilitating the discussion. Departments meet monthly to discuss these targets. PLT meetings are also devoted to topics such as data review and instruction on effective teaching strategies with an emphasis on the Marzano principles.

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

Our leadership team recruits new personnel at local universities and district job fairs, as well as utilizing referrals from colleagues and district personnel. WLMS provides opportunities for local college students to fulfill their college pre-service teaching requirements on our campus. Some of these students have returned as staff members after graduation. We retain our new teachers by providing an ample support system utilizing the ESP program and our Teacher Orientation Program (TOP). New teachers meet regularly with their departments in PLT meetings and content area meetings, as well as with members of the administration and the TOP coordinator for support and to review expectations and procedures. New teachers are encouraged to observe their peers at WLMS and other schools in the District.

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

The ESP program is utilized for those staff members who are new to the education field or who do not meet the criteria to be exempted. The ESP contact carefully chooses a mentor and a buddy to work with these individuals to provide the necessary support to ensure their success in completing the ESP program requirements. New teachers attend regularly scheduled meetings (TOP) to discuss school procedures and best practices. The TOP coordinator and ESP administrator also keep regular after-school office hours for consultation. Various staff members are guest speakers at TOP meetings. Collegiality and support are provided through department PLT and content area meetings, as well as through Professional Development Day meetings.

The following terms are referenced throughout this document:

CST: Child Study Team  
ELL: English Language Learners  
ESE: Exceptional Student Education  
ESP: Educator Support Program  
IEP: Individual Education Plan  
LTM: Learning Team Meeting  
PLT: Professional Learning Team  
PDD: Professional Development Day  
SBT: School Based Team  
TOP: Teacher Orientation Program  
SLP: Speech Language Pathologist

## 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***

Each administrator is assigned to work with specific subject areas throughout the year. Administrators attend the assigned subject area PLT meetings and facilitate the regular grade level, content area planning meetings during which the implementation of the Florida Standards is discussed. Teachers are required to keep a copy of the Florida Standards, along with the current week's lesson plan, in their instructional pocket folder which is located at the entry door to each classroom. During walk throughs and observations, administrators routinely review the contents of the pocket folders and make sure that instruction is aligned to the standards. Department Chairpersons alternate planbook review with the subject area administrator, reviewing plans for inclusion and use of the Florida Standards. Teachers routinely use Blender, an online curriculum guide, to collegially plan instruction that aligns with the Florida Standards.

### 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***

Teachers maintain a Data Notebook. At the first PDD meeting of the year, teachers review their previous year's goals and their students' final FSA, EOC, and FCAT results to determine the efficacy of their instruction. Teachers use this information to set goals for the current year. During subsequent PDD meetings, teachers utilize the most recent FSA, EOC, and FCAT data to identify students in their classes who need remediation. Throughout the year, diagnostic test results are analyzed and teachers use this data to create secondary benchmarks. Teachers may also incorporate the Unit Standards Assessments (USA's) as a tool to supplement their progress monitoring of student achievement within their classes. The USA's are aligned to the Florida Standards and provide effective measurable data to the teachers to assist them in making instructional decisions to meet the academic needs of their individual students. Teachers use data to drive instruction, to provide students with small group instruction, and to make recommendations for extra assistance through After-School homework help, tutorial sessions during the school day and after school, intensive class placement etc. Parents are contacted by teachers and administration when students need to attend classes outside of the instructional day or require a schedule change to accommodate remedial activities.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** Extended School Day

**Minutes added to school year:** 29,100

Our Before/After School Program offers homework help, Reading Plus assistance, and FSA tutorial programs in reading, math, and writing. Enrichment activities offered are Minecraft Club, Robotics Club, Newspaper Club, Academic Games, SECME Club, Debate Club, Battle of the Books and Drama Club.

### ***Strategy Rationale***

Struggling students need time and attention paid to their specific areas of weakness beyond the school day. When students put forth additional effort after school, they make additional progress. Students at the highest levels of performance require challenges and opportunities for advancement in addition to achieving mastery of their grade level requirements.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

### ***Person(s) responsible for monitoring implementation of the strategy***

Baldwin, Mary, mary.baldwin@palmbeachschools.org

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

For the tutorial programs, there is a pre-test administered to help teachers to individualize the program based on each student's needs. At the end, a post-test is administered to determine student growth over the tutorial window. For the other activities and instructional initiatives, student data is also used to determine effectiveness.

## **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***

In August, new students were invited to attend a full-day orientation during which they engaged in activities that introduced them to the layout of the campus and to WLMS academic and behavioral expectations. While the students followed a rotating schedule showcasing nine different activities, the administrative staff addressed their parents. In the spring, the sixth grade counselor goes to the elementary feeder schools and meets with the students. Fifth graders are bused to WLMS to attend assemblies that introduce them to the opportunities offered through our Fine Arts Program. In addition, WLMS will open a Fine Arts Academy in SY 16 and will transition to a full Choice Program open to all county students as soon as all course sections are in place. In late spring, new students and their parents are invited to attend an evening orientation where they circulate among a variety of booths manned by staff members and students who answer questions and provide informational pamphlets. Also in the spring, the eighth grade counselor meets with staff members from local magnet and feeder high schools and schedules opportunities for them to come to WLMS to share information with WLMS students and answer questions about their programs.

## College and Career Readiness

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Students participate in assemblies during the spring in which the counselors review the course selections for the upcoming year. Students are able to make appointments with their grade level guidance counselor to assist with course selections. Guidance counselors teach career planning through social studies classes. Feeder high schools and magnet schools are invited to visit WLMS to present information about available programs and opportunities at the high school level.

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

Students have the option to apply for our Pre-Business/Pre-Information Technology Academy which offers training in keyboarding, computer applications, and computing for college and/or career readiness. This program culminates in a career technical exam and industry certification. An online component model is under development.

We offer middle school accelerated science for our 7th graders as well as Earth/Space Science, Algebra 1, Algebra 1 Honors, Geometry Honors, Computing for College and/or Career Readiness and Spanish I and II as high school credit courses.

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

Because computer skills are vital to academic success, WLMS is offering a keyboarding elective. Students also are introduced to software such as the Powerpoint Presentation program which can be utilized in projects across the curriculum.

**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**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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:

#### 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.

Based on available data over the last four years, Wellington Landings Middle School has shown consistently high levels of proficiency in math, reading, writing, and science with a minimum of 76

percent or higher on all Florida state standards assessments. The data indicates that proficiency levels have continually remained at high levels during this time period with each of the content areas experiencing at least a 1 - 2 point increase in the percentage of students deemed proficient. Also, the unavailability of data for SY 15 has created challenges in planning to meet the academic needs of the students.

### **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.

The changeover to the new state standards has created a need to increase rigorous instruction while moving from a teacher centered classroom to a student centered classroom. This will have a direct impact on the achievement levels of the students because the new FSA and EOC assessments require a deeper understanding of the content for students to be successful. Each year WLMS welcomes students from a variety of feeder schools, other counties and states, and foreign countries. Teachers must provide these students with the support they need to be successful when challenged by rigorous instruction.

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## 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 WLMS provides professional development to ensure all teachers are planning and implementing rigorous instruction, utilizing standards based rigorous scales, and monitoring 100% of students, then student proficiency levels will increase 2% in reading, math, and writing.
- G2.** If WLMS increases opportunities for science, technology, engineering, and mathematics enrichment for our students, then student proficiency in reading, math, writing, and science will increase by 2%.
- G3.** B.P.I.E. Goal Statement for Indicators 17 and 28: If WLMS develops a schedule to provide consistent weekly collaborative planning time for special education teachers to create lessons and determine roles and responsibilities, then effective instruction and assessment for all students will increase.
- G4.** B.P.I.E. Goal Statement for Indicator 15: If WLMS provides job specific professional development for all school based personnel on best practices for inclusive education for all Students With Disabilities (SWD's), then all SWD's will increase their skills for independent living and college and career readiness.

## 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 WLMS provides professional development to ensure all teachers are planning and implementing rigorous instruction, utilizing standards based rigorous scales, and monitoring 100% of students, then student proficiency levels will increase 2% in reading, math, and writing. **1a**

G069911

**Targets Supported** **1b**

Indicator	Annual Target
Math Achievement District Assessment	82.0
ELA Achievement District Assessment	82.0
Writing Gains District Assessment	84.0

**Resources Available to Support the Goal** **2**

- At WLMS, our resources for reading, writing, and math include but are not limited to: classroom textbooks, Read 180, Reading Plus, NY Times Upfront, DBQ's, RACE writer's checklist, PCI Reading Text for full time ESE, Support Coach reading comprehension text, ELA Content Vocabulary, Close Readers, Algebra Nation, Touch Math, Math tutorial assistance and remediation during school and outside of school hours, response boards, clickers, interwrite pads, professional development for Florida Standards, Professional Learning Team meetings, subject area common planning and Grade Level Content Area meetings, grade level meetings, individual student data chats, and tutorial assistance outside school hours.
- Administrators conduct walk throughs, and formal and informal Evaluations utilizing Marzano as a staff development tool and provide teachers with constructive feedback.
- Teachers will meet with their peers and subject area administrator on a regular basis (monthly subject area PLT meetings/Grade Level Content Area meetings) to plan rigorous instruction.
- At monthly grade level meetings, representatives from each department will report on their progress toward meeting their goal to challenge students through rigorous instruction and how they are supporting reading, writing, and math in their content areas.
- The Professional Development Team will provide teachers with training during Professional Development Day meetings during which teachers will explore new methods, utilize data to plan instruction, and examine their pedagogical strengths and weaknesses.

**Targeted Barriers to Achieving the Goal** **3**

- Providing differentiation of reading instruction to meet individual student needs for those who demonstrate below grade level mastery is a challenge.
- Many students in the lowest 25% for reading do not have the time needed during the school day to remediate and support their individual reading weaknesses.
- Some of our students may not have necessary skills in organization, close reading, critical reading skill analysis, mechanical and conventional processes, and/or vocabulary to show proficiency on the LAFS writing assessment.
- No double block classes are offered for intensive reading students.
- No data is available for SY 15 for ELA FSA reading, math and writing.
- Time management is always a challenge. The staff must utilize their time on campus to make plans and prepare materials for instruction; communicate with parents at meetings, on the phone and via E-mail; assist students who need extra help; maintain up-to-date records on Gradequick and Edline; and attend meetings. Priorities have to be set and constantly updated.

- Each year, WLMS welcomes students from a variety of feeder schools, other counties and states, and foreign countries. Teachers must provide these students with the support they need to be successful when challenged by rigorous instruction.

**Plan to Monitor Progress Toward G1.** 8

Reports and data will be disaggregated to monitor for improvement.

**Person Responsible**

Blake Bennett

**Schedule**

Annually, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Growth and proficiency percentage of students on diagnostics and benchmark assessments.

**G2.** If WLMS increases opportunities for science, technology, engineering, and mathematics enrichment for our students, then student proficiency in reading, math, writing, and science will increase by 2%. 1a

G069912

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	82.0
Middle School Participation in EOC and Industry Certifications	73.0
Math Achievement District Assessment	82.0
ELA Achievement District Assessment	82.0
Writing Gains District Assessment	84.0

**Resources Available to Support the Goal** 2

- Accelerated math and Spanish, Earth/Space Science course, accelerated science for 7th grade, Academic Games, SECME Club, SunBay Math program utilizing IPADS, Computing for College and/or Career Readiness, Choice Academy for Computing Technology, Robotics Club, Minecraft Club, computer classes, Jurassic Parts, content literacy training for all Science and Social Studies teachers, Speech and Debate, Newspaper Club, I-QWEST, clickers, etc.

**Targeted Barriers to Achieving the Goal** 3

- Students achieving above proficiency level may have limited opportunities to acquire critical thinking skills related to the mathematical/scientific processes.

**Plan to Monitor Progress Toward G2.** 8

Students will have opportunities to increase critical thinking skills through STEM initiatives

**Person Responsible**

Blake Bennett

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Progress on diagnostics and benchmark assessments.

**G3. B.P.I.E. Goal Statement for Indicators 17 and 28:** If WLMS develops a schedule to provide consistent weekly collaborative planning time for special education teachers to create lessons and determine roles and responsibilities, then effective instruction and assessment for all students will increase. 1a

G069913

**Targets Supported** 1b

Indicator	Annual Target
FAA Reading Proficiency	65.2
FAA Mathematics Achievement	60.9
FAA Writing Proficiency	100.0

**Resources Available to Support the Goal** 2

- Literature pertaining to effective instructional practices.
- Professional development opportunities offered by the district.

**Targeted Barriers to Achieving the Goal** 3

- Time is a barrier to developing a schedule that provides collaborative planning time.

**Plan to Monitor Progress Toward G3.** 8

Data from district assessments and Florida Alternative Assessments (FAA).

**Person Responsible**

Blake Bennett

**Schedule**

Semiannually, from 1/4/2016 to 6/3/2016

**Evidence of Completion**

EDW ESE Educational Benefit Summary Report.

**G4. B.P.I.E. Goal Statement for Indicator 15:** If WLMS provides job specific professional development for all school based personnel on best practices for inclusive education for all Students With Disabilities (SWD's), then all SWD's will increase their skills for independent living and college and career readiness. 1a

G069914

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	60.9
FAA Reading Proficiency	65.2

**Resources Available to Support the Goal** 2

- Florida Inclusion Network
- School District Training and Professional Development opportunities.

**Targeted Barriers to Achieving the Goal** 3

- Inclusive education is challenging because students' needs constantly change.

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

Florida Standardized Assessment data will be collected and analyzed for effectiveness of professional development.

**Person Responsible**

Blake Bennett

**Schedule**

Semiannually, from 1/4/2016 to 6/3/2016

**Evidence of Completion**

ESE Educational Benefit School Summary report from EDW.



## 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 WLMS provides professional development to ensure all teachers are planning and implementing rigorous instruction, utilizing standards based rigorous scales, and monitoring 100% of students, then student proficiency levels will increase 2% in reading, math, and writing. **1**

 G069911

**G1.B1** Providing differentiation of reading instruction to meet individual student needs for those who demonstrate below grade level mastery is a challenge. **2**

 B181941

**G1.B1.S1** School-wide implementation of the Reading Plus program through language arts classes. Enrichment opportunities provided for students who reach mastery. Incentives provided for all students to reach mastery. **4**

 S193585

### Strategy Rationale

The Reading Plus Program will assist teachers in identifying individual student needs and providing a system for remediation.

### Action Step 1 **5**

Students will use Reading Plus, a technology-based reading program that is individualized based on student needs.

#### Person Responsible

Timothy Fill

#### Schedule

On 6/3/2016

#### Evidence of Completion

Data from program reports

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

Reading plus reports will be reviewed regularly.

**Person Responsible**

Timothy Fill

**Schedule**

Quarterly, from 9/18/2015 to 6/3/2016

***Evidence of Completion***

Reading Plus reports/ Diagnostic data

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

Teachers will collect data on task completion and mastery of skills.

**Person Responsible**

Timothy Fill

**Schedule**

Quarterly, from 9/15/2014 to 5/5/2015

***Evidence of Completion***

Reading plus reports/grade reports

**G1.B1.S2** All students maintain individual portfolios for the purpose of tracking progress and celebrating success in Reading Plus throughout the school year. Portfolios will be kept in the classroom and will include a piece for tracking vocabulary. Writing portfolios are currently in place in all ELA classrooms. 4

 S193586

### Strategy Rationale

The portfolios will serve as a tool to monitor progress and set student goals.

### Action Step 1 5

Individual portfolios for classrooms

#### Person Responsible

Lisa Havell

#### Schedule

Annually, from 8/17/2015 to 6/3/2016

#### Evidence of Completion

Portfolio boxes in classrooms

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

Student portfolios will be kept in class to provide evidence of mastery of skills and to monitor progress.

#### Person Responsible

Timothy Fill

#### Schedule

Annually, from 8/17/2015 to 6/3/2016

#### Evidence of Completion

Student portfolios

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

Individual student progress throughout the school year.

**Person Responsible**

Timothy Fill


**Schedule**

Semiannually, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Data chats, student portfolio data

**G1.B1.S3** School-wide Implementation of vocabulary lessons through Language Arts classes. School-wide daily implementation of the "Gator Glossary" word of the day for vocabulary enrichment. 4

 S193587

**Strategy Rationale**

School wide vocabulary focus will increase student understanding.

**Action Step 1** 5

Reading classes will support Language Arts vocabulary and content incorporated lessons from close reader.

**Person Responsible**

Timothy Fill

**Schedule**

Daily, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Word walls, Gator Glossary, students' grades, morning announcements, teacher observation.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Monitor student success with vocabulary understanding and usage.

**Person Responsible**

Timothy Fill

**Schedule**

Quarterly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

Vocabulary lessons, school wide "Gator Glossary" daily lessons, student performance on diagnostic tests and other assessments - formal and informal.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Diagnostic data, teacher scores

**Person Responsible**

Timothy Fill

**Schedule**

Quarterly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

Disaggregated data by teachers

**G1.B2** Many students in the lowest 25% for reading do not have the time needed during the school day to remediate and support their individual reading weaknesses. 2

 B181942

**G1.B2.S1** Students will read and complete a project on at least one book. Students will be offered extra credit through language arts teachers for passing Reading Counts quizzes. 4

 S193589

### Strategy Rationale

#### Action Step 1 5

All students will choose a book from the Sunshine State book list and complete a book report project. Students will be offered extra credit during Language Arts classes for successfully completing Reading Counts quizzes.

#### **Person Responsible**

Carla Lewis

#### **Schedule**

Quarterly, from 9/11/2015 to 6/3/2016

#### **Evidence of Completion**

Teacher rubrics and grades

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

Projects will be evaluated using a rubric.

#### **Person Responsible**

Carla Lewis

#### **Schedule**

On 6/3/2016

#### **Evidence of Completion**

Rubrics, teacher gradebooks

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

Student completion and passing rate

**Person Responsible**

Carla Lewis

**Schedule**

Quarterly, from 9/11/2015 to 6/3/2016

**Evidence of Completion**

Teachers' gradebooks

**G1.B2.S2** Targeted intervention through tutorial programs in reading and math. Reading will include a Saturday tutorial for 6 weeks. Math tutorials will be offered before and after school and as pull outs during the regular school day. 4

 S193590

**Strategy Rationale**

**Action Step 1** 5

Reading and Math tutorial programs will be offered before/after school, on weekends, and as pull-outs. Teachers will analyze Reading Plus and Math assessment data including pre and post assessment results, as well as diagnostic data as it becomes available.

**Person Responsible**

Timothy Fill

**Schedule**

Weekly, from 11/16/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans, pre/post test data

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Student achievement will be monitored.

**Person Responsible**

Timothy Fill

**Schedule**

Annually, from 11/16/2015 to 6/3/2016

**Evidence of Completion**

Post test data, FSA assessment data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Student progress to be monitored through assessment data.

**Person Responsible**

Timothy Fill

**Schedule**

Annually, from 11/16/2015 to 6/3/2016

**Evidence of Completion**

FSA assessment data

**G1.B2.S3** Create ELL support classes for 6th and 7th grade modeled with a co teacher. 4

 S193591

**Strategy Rationale**

**Action Step 1** 5

Create ELL support classes in the master schedule to effectively meet the academic needs of the students.

**Person Responsible**

Blake Bennett

**Schedule**

On 6/3/2016

**Evidence of Completion**

Master schedule, class rosters.



**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Review master schedule as need arises.

**Person Responsible**

Blake Bennett

**Schedule**

On 6/3/2016

***Evidence of Completion***

Teacher rosters, master schedule.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Review master schedule as need arises.

**Person Responsible**

Blake Bennett

**Schedule**

On 6/3/2016

***Evidence of Completion***

Teacher rosters, master schedule.

**G1.B2.S4** School wide implementation of the Reading Plus program through Language Arts classes. Enrichment opportunities provided for students who reach mastery. Incentives provided for all students to reach mastery. 4

 S193592

### Strategy Rationale

#### Action Step 1 5

Students will use Reading Plus, a technology-based reading program that is individualized based on student needs.

#### **Person Responsible**

Timothy Fill

#### **Schedule**

Biweekly, from 9/18/2015 to 6/3/2016

#### **Evidence of Completion**

Data from program reports.

#### Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Reading Plus reports will be reviewed regularly.

#### **Person Responsible**

Timothy Fill

#### **Schedule**

Quarterly, from 9/18/2015 to 6/3/2016

#### **Evidence of Completion**

Reading Plus reports, Diagnostic data, FSA and EOC data.

#### Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Teachers will collect data on task completion and mastery of skills.

#### **Person Responsible**

#### **Schedule**

Quarterly, from 9/18/2015 to 6/3/2016

#### **Evidence of Completion**

Reading Plus reports and grade reports.

**G1.B3** Some of our students may not have necessary skills in organization, close reading, critical reading skill analysis, mechanical and conventional processes, and/or vocabulary to show proficiency on the LAFS writing assessment. 2

B181943

**G1.B3.S1** Writing workshops will be held during school hours and outside of the regular school day. 4

S193593

### Strategy Rationale

#### Action Step 1 5

Writing tutorial workshops will be offered before/after school, on weekends, for pull-outs, during language arts classes, and on specified PD days.

#### Person Responsible

Carla Lewis

#### Schedule

Quarterly, from 9/21/2015 to 4/25/2016

#### Evidence of Completion

lesson plans, written response data, Palm Beach Performance Assessment data

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

Student progress in written expression and evidence-based writing will be monitored.

#### Person Responsible

Carla Lewis

#### Schedule

Quarterly, from 9/21/2015 to 6/3/2016

#### Evidence of Completion

student writing assignments, PBPA data

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

Student progress in written expression.

**Person Responsible**

Carla Lewis

**Schedule**

Annually, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

LAFS scores

**G1.B4** No double block classes are offered for intensive reading students. 2

 B181944

**G1.B4.S1** Students will complete a Summer Literacy Project and take part in Book It, individual reading time during extended hour. 4

 S193595

**Strategy Rationale**

**Action Step 1** 5

All students will choose a book and complete a project and presentation and report on their work for the school wide Literacy Lesson Day. Students will participate in Book It independent reading time during the extended hour.

**Person Responsible**

Lois Weber

**Schedule**

On 6/3/2016

**Evidence of Completion**

Teacher grade books.

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

Student completion and passing rate..

**Person Responsible**

Lois Weber

**Schedule**

On 6/3/2016

***Evidence of Completion***

Teacher grade books.

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

The projects completed by the students will be evaluated using a school wide rubric.

**Person Responsible**

Lois Weber

**Schedule**

On 9/30/2015

***Evidence of Completion***

Teacher grade books.

**G1.B4.S2** Rotational Instructional Model. Modifications made due to no block scheduling. 4

 S193596

**Strategy Rationale**

**Action Step 1** 5

Teachers will incorporate effective use of the Rotational Instructional model.

**Person Responsible**

Lois Weber

**Schedule**

On 6/3/2016

***Evidence of Completion***

Master board schedule.

**G1.B4.S3** Content Literacy Strategy (CLS) Training for all Science and Social Studies teachers. 4

 S193597

**Strategy Rationale**

The Content Literacy Strategy (CLS) trained teachers will infuse effective reading strategies into their content lessons.

**Action Step 1** 5

Science and Social Studies teachers will infuse reading strategies into content curriculum from their CLS training.

**Person Responsible**

Carla Lewis

**Schedule**

On 6/3/2016

**Evidence of Completion**

Teacher Lesson Plans.

**Plan to Monitor Fidelity of Implementation of G1.B4.S3** 6

Teacher lesson plans will be monitored by department chairs and administrators.

**Person Responsible**

Carla Lewis

**Schedule**

On 6/3/2016

**Evidence of Completion**

Teacher data binders and lesson plans.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S3** 7

Lesson plans will be reviewed at the end of each semester.

**Person Responsible**

Carla Lewis

**Schedule**

On 6/3/2016

**Evidence of Completion**

Lesson plans and data binders.

**G1.B5** No data is available for SY 15 for ELA FSA reading, math and writing. 2

 B181945

**G1.B5.S1** Teachers have the option to utilize data from the Unit Standard Assessments (USA) to monitor progress of student achievement. 4

 S193598

**Strategy Rationale**

**Action Step 1** 5

Lab time will be available for classes to take the USA and FSQ assessments at teachers' discretion.

**Person Responsible**

Timothy Fill

**Schedule**

On 6/3/2016

**Evidence of Completion**

Performance Matters data reports.

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

Teachers will review data with grade level administrator during content area meetings every three weeks.

**Person Responsible**

Timothy Fill

**Schedule**

On 6/3/2016

***Evidence of Completion***

Performance Matters data reports.

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

Teachers will review data results to drive their classroom instruction.

**Person Responsible**

Timothy Fill

**Schedule**

On 6/3/2016

***Evidence of Completion***

Diagnostic results and FSA assessment data when available.



**G1.B5.S2** Teachers will be trained in the identification of students who need remediation and in strategies that result in student achievement. 4

 S193599

### Strategy Rationale

If teachers are exposed to a number of effective strategies, they will be able to select those that are most effective in their classrooms.

### Action Step 1 5

During Professional Development Days, time will be set aside for the analysis of data. During these meetings, administrative staff members and Professional Development Team members will circulate and assist the instructional staff to analyze their data. This information will be used to plan instruction.

#### Person Responsible

Blake Bennett

#### Schedule

Monthly, from 9/17/2015 to 6/3/2016

#### Evidence of Completion

Teacher Data Binders

### Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Administrative staff will utilize the Marzano Evaluation model, tutorial data, and standardized test results to evaluate the effectiveness of this strategy.

#### Person Responsible

Blake Bennett

#### Schedule

Monthly, from 9/21/2015 to 6/3/2016

#### Evidence of Completion

Teacher data binders will be reviewed semi-annually by administrative staff to verify that data has been used to drive instruction.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7**

Teachers will utilize a variety of data to gather information about their students. They will store evidence of this process in their data binders.

**Person Responsible**

Blake Bennett

**Schedule**

Semiannually, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Teacher data binders will be reviewed semi-annually by administrative staff to verify that data has been used to drive instruction.

**G1.B6** Time management is always a challenge. The staff must utilize their time on campus to make plans and prepare materials for instruction; communicate with parents at meetings, on the phone and via E-mail; assist students who need extra help; maintain up-to-date records on Gradequick and Edline; and attend meetings. Priorities have to be set and constantly updated. 2

 B181946

**G1.B6.S1** At the beginning of the year, teachers receive a calendar listing the dates and times for the meetings. Attention is given to scheduling so that meetings can be staggered, allowing teachers time in between to perform other duties. 4

 S193600

**Strategy Rationale**

The instructional staff meets on a regular basis and sets priorities based on needs.

**Action Step 1 5**

Members of the administration will collaborate to develop a time-task calendar.

**Person Responsible**

Blake Bennett

**Schedule**

On 6/3/2016

**Evidence of Completion**

Administrative staff notebooks, teacher sign-ins at meetings, and time-task calendars

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Administrative staff will collaborate with the Professional Development Team to decide on appropriate strategies, which will then be shared with the instructional staff during meetings.

**Person Responsible**

Blake Bennett

**Schedule**

On 6/3/2016

***Evidence of Completion***

Administrative staff will turn in notebook with agendas and sign in sheets to document meetings at the end of each semester.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Use the Marzano evaluation system to monitor the percentage of teachers who are scoring effective or highly effective in Domains 2 (Planning), Domain 3 (Professional Growth) and Domain 4 (Collegiality).

**Person Responsible**

Blake Bennett

**Schedule**

On 6/3/2016

***Evidence of Completion***

Administrative notebooks and Marzano evaluation reports will monitored for compliance.

**G1.B7** Each year, WLMS welcomes students from a variety of feeder schools, other counties and states, and foreign countries. Teachers must provide these students with the support they need to be successful when challenged by rigorous instruction. 2

 B181947

**G1.B7.S1** WLMS practices Single School Culture. From the first day of school, students are taught behavioral expectations through a variety of lessons that are implemented in every classroom. The students are also exposed to school-wide literacy lessons at intervals throughout the year. 4

 S193601

### **Strategy Rationale**

Having school-wide behavioral and academic expectations enables the students to conform to expectations which, in turn, leads to success in the learning environment.

### **Action Step 1** 5

Teachers will work together within their subject area and grade level teams to develop lessons that meet the instructional needs of the students and help them to master rigorous tasks.

#### **Person Responsible**

Blake Bennett

#### **Schedule**

On 6/3/2016

#### ***Evidence of Completion***

**G2.** If WLMS increases opportunities for science, technology, engineering, and mathematics enrichment for our students, then student proficiency in reading, math, writing, and science will increase by 2%. 1

G069912

**G2.B1** Students achieving above proficiency level may have limited opportunities to acquire critical thinking skills related to the mathematical/scientific processes. 2

B181948

**G2.B1.S1** After school clubs and courses during the school day will be offered to enrich our students in the areas of science, technology, engineering, and mathematics. 4

S193602

### Strategy Rationale

#### Action Step 1 5

Clubs (such as Robotics, Minecraft, SECME and newspaper) and high school math, science, and technology courses will be offered.

#### Person Responsible

Blake Bennett

#### Schedule

On 6/3/2016

#### Evidence of Completion

Master Schedule, After school rosters

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

Students will participate in STEM enrichment activities.

#### Person Responsible

Blake Bennett

#### Schedule

Semiannually, from 8/17/2015 to 6/3/2016

#### Evidence of Completion

Lesson plan books and attendance rosters

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

Students will increase understanding of STEM concepts.

**Person Responsible**

Blake Bennett


**Schedule**

Annually, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

CTE, FCAT Science, FSA Math, Algebra 1 EOC

**G3. B.P.I.E.** Goal Statement for Indicators 17 and 28: If WLMS develops a schedule to provide consistent weekly collaborative planning time for special education teachers to create lessons and determine roles and responsibilities, then effective instruction and assessment for all students will increase. 1

 G069913

**G3.B1** Time is a barrier to developing a schedule that provides collaborative planning time. 2

 B181949

**G3.B1.S1** Develop a team of staff members to review meeting schedules. 4

 S193603

**Strategy Rationale**

Review calendars to find opportunities for collaborative planning time.

**Action Step 1** 5

Once a schedule has been established, collaborative teams will work on strategies for effective instruction and assessment.

**Person Responsible**

Blake Bennett

**Schedule**

Quarterly, from 10/19/2015 to 6/3/2016

**Evidence of Completion**

Team meeting agendas and lesson plans.

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

Quarterly review of collaborative lesson planning time and assessments.

**Person Responsible**

Blake Bennett

**Schedule**

Quarterly, from 10/19/2015 to 6/3/2016

***Evidence of Completion***

Collaborative team meeting notes and agendas.

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

Review master board schedule to identify opportunities for collaborative planning time.

**Person Responsible**

Blake Bennett

**Schedule**

Semiannually, from 1/4/2016 to 6/3/2016

***Evidence of Completion***

Master board schedule.

**G4. B.P.I.E. Goal Statement for Indicator 15:** If WLMS provides job specific professional development for all school based personnel on best practices for inclusive education for all Students With Disabilities (SWD's), then all SWD's will increase their skills for independent living and college and career readiness. 1

G069914

**G4.B1** Inclusive education is challenging because students' needs constantly change. 2

B181950

**G4.B1.S1** Establish a team of staff members to review IEP's of incoming students 4

S193604

### Strategy Rationale

#### Action Step 1 5

All inclusive educators will attend one professional development workshop focusing on inclusive education.

#### Person Responsible

Blake Bennett

#### Schedule

Quarterly, from 10/19/2015 to 6/3/2016

#### Evidence of Completion

District ESE professional development training schedule.

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

Staff will choose specific training opportunities to attend and modify their selections based on the needs of their students.

#### Person Responsible

Blake Bennett

#### Schedule

Semiannually, from 1/4/2016 to 6/3/2016

#### Evidence of Completion

Review of student IEP's to identify specific district level training opportunities.



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

Teachers will use student IEP's to modify their instructional practices to meet the needs of their students.

**Person Responsible**

Blake Bennett

**Schedule**

Quarterly, from 10/19/2015 to 6/3/2016

**Evidence of Completion**

Student IEP's and assessment results.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will use Reading Plus, a technology-based reading program that is individualized based on student needs.	Fill, Timothy	9/18/2015	Data from program reports	6/3/2016 one-time
G1.B1.S2.A1	Individual portfolios for classrooms	Havell, Lisa	8/17/2015	Portfolio boxes in classrooms	6/3/2016 annually
G1.B1.S3.A1	Reading classes will support Language Arts vocabulary and content incorporated lessons from close reader.	Fill, Timothy	8/17/2015	Word walls, Gator Glossary, students' grades, morning announcements, teacher observation.	6/3/2016 daily
G1.B2.S1.A1	All students will choose a book from the Sunshine State book list and complete a book report project. Students will be offered extra credit during Language Arts classes for successfully completing Reading Counts quizzes.	Lewis, Carla	9/11/2015	Teacher rubrics and grades	6/3/2016 quarterly
G1.B2.S2.A1	Reading and Math tutorial programs will be offered before/after school, on weekends, and as pull-outs. Teachers will analyze Reading Plus and Math assessment data including pre and post assessment results, as well as diagnostic data as it becomes available.	Fill, Timothy	11/16/2015	Lesson plans, pre/post test data	6/3/2016 weekly
G1.B2.S3.A1	Create ELL support classes in the master schedule to effectively meet the academic needs of the students.	Bennett, Blake	8/17/2015	Master schedule, class rosters.	6/3/2016 one-time
G1.B2.S4.A1	Students will use Reading Plus, a technology-based reading program that is individualized based on student needs.	Fill, Timothy	9/18/2015	Data from program reports.	6/3/2016 biweekly
G1.B3.S1.A1	Writing tutorial workshops will be offered before/after school, on weekends, for pull-outs, during language arts classes, and on specified PD days.	Lewis, Carla	9/21/2015	lesson plans, written response data, Palm Beach Performance Assessment data	4/25/2016 quarterly
G1.B4.S1.A1	All students will choose a book and complete a project and presentation	Weber, Lois	8/17/2015	Teacher grade books.	6/3/2016 one-time

**Palm Beach - 1701 - Wellington Landings Middle - 2015-16 SIP**  
*Wellington Landings Middle*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and report on their work for the school wide Literacy Lesson Day. Students will participate in Book It independent reading time during the extended hour.				
G1.B4.S2.A1	Teachers will incorporate effective use of the Rotational Instructional model.	Weber, Lois	8/17/2015	Master board schedule.	6/3/2016 one-time
G1.B4.S3.A1	Science and Social Studies teachers will infuse reading strategies into content curriculum from their CLS training.	Lewis, Carla	9/21/2015	Teacher Lesson Plans.	6/3/2016 one-time
G1.B5.S1.A1	Lab time will be available for classes to take the USA and FSQ assessments at teachers' discretion.	Fill, Timothy	9/21/2015	Performance Matters data reports.	6/3/2016 one-time
G1.B5.S2.A1	During Professional Development Days, time will be set aside for the analysis of data. During these meetings, administrative staff members and Professional Development Team members will circulate and assist the instructional staff to analyze their data. This information will be used to plan instruction.	Bennett, Blake	9/17/2015	Teacher Data Binders	6/3/2016 monthly
G1.B6.S1.A1	Members of the administration will collaborate to develop a time-task calendar.	Bennett, Blake	9/21/2015	Administrative staff notebooks, teacher sign-ins at meetings, and time-task calendars	6/3/2016 one-time
G1.B7.S1.A1	Teachers will work together within their subject area and grade level teams to develop lessons that meet the instructional needs of the students and help them to master rigorous tasks.	Bennett, Blake	8/17/2015		6/3/2016 one-time
G2.B1.S1.A1	Clubs (such as Robotics, Minecraft, SECME and newspaper) and high school math, science, and technology courses will be offered.	Bennett, Blake	8/17/2015	Master Schedule, After school rosters	6/3/2016 one-time
G3.B1.S1.A1	Once a schedule has been established, collaborative teams will work on strategies for effective instruction and assessment.	Bennett, Blake	10/19/2015	Team meeting agendas and lesson plans.	6/3/2016 quarterly
G4.B1.S1.A1	All inclusive educators will attend one professional development workshop focusing on inclusive education.	Bennett, Blake	10/19/2015	District ESE professional development training schedule.	6/3/2016 quarterly
G1.MA1	Reports and data will be disaggregated to monitor for improvement.	Bennett, Blake	8/17/2015	Growth and proficiency percentage of students on diagnostics and benchmark assessments.	6/3/2016 annually
G1.B1.S1.MA1	Teachers will collect data on task completion and mastery of skills.	Fill, Timothy	9/15/2014	Reading plus reports/grade reports	5/5/2015 quarterly
G1.B1.S1.MA1	Reading plus reports will be reviewed regularly.	Fill, Timothy	9/18/2015	Reading Plus reports/ Diagnostic data	6/3/2016 quarterly
G1.B2.S1.MA1	Student completion and passing rate	Lewis, Carla	9/11/2015	Teachers' gradebooks	6/3/2016 quarterly
G1.B2.S1.MA1	Projects will be evaluated using a rubric.	Lewis, Carla	9/11/2015	Rubrics, teacher gradebooks	6/3/2016 one-time
G1.B3.S1.MA1	Student progress in written expression.	Lewis, Carla	9/21/2015	LAFS scores	6/3/2016 annually
G1.B3.S1.MA1	Student progress in written expression and evidence-based writing will be monitored.	Lewis, Carla	9/21/2015	student writing assignments, PBPA data	6/3/2016 quarterly
G1.B4.S1.MA1	The projects completed by the students will be evaluated using a school wide rubric.	Weber, Lois	8/28/2015	Teacher grade books.	9/30/2015 one-time

**Palm Beach - 1701 - Wellington Landings Middle - 2015-16 SIP**  
*Wellington Landings Middle*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	Student completion and passing rate..	Weber, Lois	8/17/2015	Teacher grade books.	6/3/2016 one-time
G1.B5.S1.MA1	Teachers will review data results to drive their classroom instruction.	Fill, Timothy	9/21/2015	Diagnostic results and FSA assessment data when available.	6/3/2016 one-time
G1.B5.S1.MA1	Teachers will review data with grade level administrator during content area meetings every three weeks.	Fill, Timothy	9/21/2015	Performance Matters data reports.	6/3/2016 one-time
G1.B6.S1.MA1	Use the Marzano evaluation system to monitor the percentage of teachers who are scoring effective or highly effective in Domains 2 (Planning), Domain 3 (Professional Growth) and Domain 4 (Collegiality).	Bennett, Blake	8/17/2015	Administrative notebooks and Marzano evaluation reports will monitored for compliance.	6/3/2016 one-time
G1.B6.S1.MA1	Administrative staff will collaborate with the Professional Development Team to decide on appropriate strategies, which will then be shared with the instructional staff during meetings.	Bennett, Blake	8/17/2015	Administrative staff will turn in notebook with agendas and sign in sheets to document meetings at the end of each semester.	6/3/2016 one-time
G1.B1.S2.MA1	Individual student progress throughout the school year.	Fill, Timothy	8/17/2015	Data chats, student portfolio data	6/3/2016 semiannually
G1.B1.S2.MA1	Student portfolios will be kept in class to provide evidence of mastery of skills and to monitor progress.	Fill, Timothy	8/17/2015	Student portfolios	6/3/2016 annually
G1.B2.S2.MA1	Student progress to be monitored through assessment data.	Fill, Timothy	11/16/2015	FSA assement data	6/3/2016 annually
G1.B2.S2.MA1	Student achievement will be monitored.	Fill, Timothy	11/16/2015	Post test data, FSA assessment data	6/3/2016 annually
G1.B5.S2.MA1	Teachers will utilize a variety of data to gather information about their students. They will store evidence of this process in their data binders.	Bennett, Blake	8/17/2015	Teacher data binders will be reviewed semi-annually by administrative staff to verify that data has been used to drive instruction.	6/3/2016 semiannually
G1.B5.S2.MA1	Administrative staff will utilize the Marzano Evaluation model, tutorial data, and standardized test results to evaluate the effectiveness of this strategy.	Bennett, Blake	9/21/2015	Teacher data binders will be reviewed semi-annually by administrative staff to verify that data has been used to drive instruction.	6/3/2016 monthly
G1.B1.S3.MA1	Diagnostic data, teacher scores	Fill, Timothy	8/17/2015	Disaggregated data by teachers	6/3/2016 quarterly
G1.B1.S3.MA1	Monitor student success with vocabulary understanding and usage.	Fill, Timothy	8/17/2015	Vocabulary lessons, school wide "Gator Glossary" daily lessons, student performance on diagnostic tests and other assessments - formal and informal.	6/3/2016 quarterly
G1.B2.S3.MA1	Review master schedule as need arises.	Bennett, Blake	8/17/2015	Teacher rosters, master schedule.	6/3/2016 one-time
G1.B2.S3.MA1	Review master schedule as need arises.	Bennett, Blake	8/17/2015	Teacher rosters, master schedule.	6/3/2016 one-time
G1.B4.S3.MA1	Lesson plans will be reviewed at the end of each semester.	Lewis, Carla	9/21/2015	Lesson plans and data binders.	6/3/2016 one-time
G1.B4.S3.MA1	Teacher lesson plans will be monitored by department chairs and administrators.	Lewis, Carla	9/21/2015	Teacher data binders and lesson plans.	6/3/2016 one-time
G1.B2.S4.MA1	Teachers will collect data on task completion and mastery of skills.		9/18/2015	Reading Plus reports and grade reports.	6/3/2016 quarterly
G1.B2.S4.MA1	Reading Plus reports will be reviewed regularly.	Fill, Timothy	9/18/2015	Reading Plus reports, Diagnostic data, FSA and EOC data.	6/3/2016 quarterly
G2.MA1	Students will have opportunities to increase critical thinking skills through STEM initiatives	Bennett, Blake	8/17/2015	Progress on diagnostics and benchmark assessments.	6/3/2016 monthly

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G2.B1.S1.MA1	Students will increase understanding of STEM concepts.	Bennett, Blake	8/17/2015	CTE, FCAT Science, FSA Math, Algebra 1 EOC	6/3/2016 annually
G2.B1.S1.MA1	Students will participate in STEM enrichment activities.	Bennett, Blake	8/17/2015	Lesson plan books and attendance rosters	6/3/2016 semiannually
G3.MA1	Data from district assessments and Florida Alternative Assessments (FAA).	Bennett, Blake	1/4/2016	EDW ESE Educational Benefit Summary Report.	6/3/2016 semiannually
G3.B1.S1.MA1	Review master board schedule to identify opportunities for collaborative planning time.	Bennett, Blake	1/4/2016	Master board schedule.	6/3/2016 semiannually
G3.B1.S1.MA1	Quarterly review of collaborative lesson planning time and assessments.	Bennett, Blake	10/19/2015	Collaborative team meeting notes and agendas.	6/3/2016 quarterly
G4.MA1	Florida Standardized Assessment data will be collected and analyzed for effectiveness of professional development.	Bennett, Blake	1/4/2016	ESE Educational Benefit School Summary report from EDW.	6/3/2016 semiannually
G4.B1.S1.MA1	Teachers will use student IEP's to modify their instructional practices to meet the needs of their students.	Bennett, Blake	10/19/2015	Student IEP's and assessment results.	6/3/2016 quarterly
G4.B1.S1.MA1	Staff will choose specific training opportunities to attend and modify their selections based on the needs of their students.	Bennett, Blake	1/4/2016	Review of student IEP's to identify specific district level training opportunities.	6/3/2016 semiannually

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** If WLMS provides professional development to ensure all teachers are planning and implementing rigorous instruction, utilizing standards based rigorous scales, and monitoring 100% of students, then student proficiency levels will increase 2% in reading, math, and writing.

**G1.B1** Providing differentiation of reading instruction to meet individual student needs for those who demonstrate below grade level mastery is a challenge.

**G1.B1.S1** School-wide implementation of the Reading Plus program through language arts classes. Enrichment opportunities provided for students who reach mastery. Incentives provided for all students to reach mastery.

### PD Opportunity 1

Students will use Reading Plus, a technology-based reading program that is individualized based on student needs.

#### Facilitator

Administrative team, Reading Plus consultant

#### Participants

Language Arts and Reading teachers

#### Schedule

On 6/3/2016

**G1.B1.S2** All students maintain individual portfolios for the purpose of tracking progress and celebrating success in Reading Plus throughout the school year. Portfolios will be kept in the classroom and will include a piece for tracking vocabulary. Writing portfolios are currently in place in all ELA classrooms.

### PD Opportunity 1

Individual portfolios for classrooms

#### Facilitator

Language Arts and Reading Department Chairpersons

#### Participants

Teachers

#### Schedule

Annually, from 8/17/2015 to 6/3/2016

**G1.B2** Many students in the lowest 25% for reading do not have the time needed during the school day to remediate and support their individual reading weaknesses.

**G1.B2.S1** Students will read and complete a project on at least one book. Students will be offered extra credit through language arts teachers for passing Reading Counts quizzes.

**PD Opportunity 1**

All students will choose a book from the Sunshine State book list and complete a book report project. Students will be offered extra credit during Language Arts classes for successfully completing Reading Counts quizzes.

**Facilitator**

Language Arts Dept. Head/Team Leader, Literacy Team members

**Participants**

Teachers

**Schedule**

Quarterly, from 9/11/2015 to 6/3/2016

**G1.B4** No double block classes are offered for intensive reading students.

**G1.B4.S3** Content Literacy Strategy (CLS) Training for all Science and Social Studies teachers.

**PD Opportunity 1**

Science and Social Studies teachers will infuse reading strategies into content curriculum from their CLS training.

**Facilitator**

Science and Social Studies Department Chairpersons

**Participants**

Teachers

**Schedule**

On 6/3/2016

**G1.B5** No data is available for SY 15 for ELA FSA reading, math and writing.

**G1.B5.S2** Teachers will be trained in the identification of students who need remediation and in strategies that result in student achievement.

### **PD Opportunity 1**

During Professional Development Days, time will be set aside for the analysis of data. During these meetings, administrative staff members and Professional Development Team members will circulate and assist the instructional staff to analyze their data. This information will be used to plan instruction.

#### **Facilitator**

Lois Weber and PD Team Members

#### **Participants**

Instructional Staff

#### **Schedule**

Monthly, from 9/17/2015 to 6/3/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Students will use Reading Plus, a technology-based reading program that is individualized based on student needs.	\$0.00			
2	G1.B1.S2.A1	Individual portfolios for classrooms	\$0.00			
3	G1.B1.S3.A1	Reading classes will support Language Arts vocabulary and content incorporated lessons from close reader.	\$0.00			
4	G1.B2.S1.A1	All students will choose a book from the Sunshine State book list and complete a book report project. Students will be offered extra credit during Language Arts classes for successfully completing Reading Counts quizzes.	\$0.00			
5	G1.B2.S2.A1	Reading and Math tutorial programs will be offered before/after school, on weekends, and as pull-outs. Teachers will analyze Reading Plus and Math assessment data including pre and post assessment results, as well as diagnostic data as it becomes available.	\$13,500.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1701 - Wellington Landings Middle	Other		\$6,000.00
			<i>Notes: A+ - Teachers' Salaries</i>			
		100-Salaries	1701 - Wellington Landings Middle	Other		\$7,500.00
			<i>Notes: Grants - Teachers' Salaries</i>			
6	G1.B2.S3.A1	Create ELL support classes in the master schedule to effectively meet the academic needs of the students.	\$0.00			
7	G1.B2.S4.A1	Students will use Reading Plus, a technology-based reading program that is individualized based on student needs.	\$0.00			
8	G1.B3.S1.A1	Writing tutorial workshops will be offered before/after school, on weekends, for pull-outs, during language arts classes, and on specified PD days.	\$0.00			
9	G1.B4.S1.A1	All students will choose a book and complete a project and presentation and report on their work for the school wide Literacy Lesson Day. Students will participate in Book It independent reading time during the extended hour.	\$0.00			
10	G1.B4.S2.A1	Teachers will incorporate effective use of the Rotational Instructional model.	\$0.00			
11	G1.B4.S3.A1	Science and Social Studies teachers will infuse reading strategies into content curriculum from their CLS training.	\$0.00			
12	G1.B5.S1.A1	Lab time will be available for classes to take the USA and FSQ assessments at teachers' discretion.	\$0.00			



<b>Budget Data</b>			
13	G1.B5.S2.A1	During Professional Development Days, time will be set aside for the analysis of data. During these meetings, administrative staff members and Professional Development Team members will circulate and assist the instructional staff to analyze their data. This information will be used to plan instruction.	\$0.00
14	G1.B6.S1.A1	Members of the administration will collaborate to develop a time-task calendar.	\$0.00
15	G1.B7.S1.A1	Teachers will work together within their subject area and grade level teams to develop lessons that meet the instructional needs of the students and help them to master rigorous tasks.	\$0.00
16	G2.B1.S1.A1	Clubs (such as Robotics, Minecraft, SECME and newspaper) and high school math, science, and technology courses will be offered.	\$0.00
17	G3.B1.S1.A1	Once a schedule has been established, collaborative teams will work on strategies for effective instruction and assessment.	\$0.00
18	G4.B1.S1.A1	All inclusive educators will attend one professional development workshop focusing on inclusive education.	\$0.00
			<b>Total:</b>
			<b>\$13,500.00</b>