



## Westwood Middle School

3520 AVENUE J NW, Winter Haven, FL 33881

<http://schools.polk-fl.net/westwood>

### 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	Yes	67%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	72%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	D	D

*\*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 is pending approval by the Polk County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>38</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>41</b>
Professional Development Opportunities	42
Technical Assistance Items	43
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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
Priority	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission is to provide the highest quality education for all students, in a secure, positive, and rigorous learning environment.

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

The vision of Westwood Middle School is for all stakeholders to be committed to developing the whole child by providing a nurturing and safe environment that fosters a rigorous academic and technological curriculum that will prepare students to become productive citizens and future leaders. Beliefs:

1. A nurturing, safe, and orderly student-centered school environment promotes optimal achievement.
2. Students' learning is the shared responsibility of all stakeholders: the administration, the teachers, the parents, the student, and the community.
3. Students learn best when they are actively engaged in the learning process within the classroom and in extra-curricular activities.
4. Instruction that is student centered, taking into account students' diverse social, emotional and physical needs, increases student success.
5. Our stakeholders' commitment to continuous improvement and recognition of achievement is imperative to ensure that our students become confident, self-directed, lifelong learners.
6. A caring relationship between staff and students fosters mutual respect and an appreciation of the differences in one another.
7. A variety of assessment tools is essential to accurately evaluate student performance and create effective and meaningful instruction.

#### School Environment

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

The teacher student relationship is very important for children. Processes that have been fostered include reinforcing a teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will help to establish a positive relationship in the classroom; maintaining an environment that keeps the focus on the student and meeting them where they are and maintaining excellent communication between school and home.

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

Westwood Middle school has created a culture of safety and respect by being visible often and maintaining an open door policy which creates trust. Students are monitored in all areas of the campus before school, in the cafeteria, in the hallways, in the classroom and are available to report any undesirable behavior that might occur on campus. Administrators monitor hallways between classes and make visits to all classrooms throughout every class period.



**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**

Westwood Middle School has established a code system which allows teachers to buzz the office for an administrator while continuing their lesson. Administrators escort any disruptive student from the classroom and assess disciplinary consequences as needed according to the District Code of Conduct. Administrators met with each grade level to review behavioral expectations. Students also participated in a district-wide bully lesson and signed contracts which are available in the discipline office.

**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**

The social-emotional needs of students are met through counseling from the guidance counselors and other district staff as needed (i.e. school psychologist, etc...) As a recipient of the mindful schools grant, Westwood staff members will be trained in mental health first aide and the school will receive extra support by school psychologists and support staff.

**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**

Early Warning Indicators for Westwood Middle School:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Students have been double blocked for reading and math instruction.

**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	14	15	19	48
One or more suspensions	11	29	13	53
Course failure in ELA or Math	3	1	1	5
Level 1 on statewide assessment	81	91	95	267

*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	60	71	77	208

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

Students who are identified by the system as exhibiting two or more indicators will be targeted for interventions by the RTI team. As a team we will begin by targeting systemic behaviors and attendance issues. The team will meet monthly to discuss outcomes and fidelity of implementation of our systemic behavior and attendance plan.

**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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/194523>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Westwood Middle School has been and will continue to a part of the Winter Haven Chamber of Commerce, we also sponsor community sports event on our campus. Our band participates with the local high schools during football games to create and sustain local community partnerships.

**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, Todd	Principal
Downing, Meesha	Assistant Principal
Campbell, Russ	Assistant Principal
Howland, Carrie	Instructional Coach
Wilson, Charlene	Instructional Coach
Wright, Debra	Assistant Principal

**Duties**

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

Principal: The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Resource Teachers: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Academic Intervention Facilitator: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

MTSS Behavior Representatives (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Guidance Counselors: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)***

**responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title 1, Part A- the funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A funds school-wide services to Westwood Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant students enrolled in Westwood Middle School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Westwood Middle School are used to purchase professional resources for learning communities, book studies, and professional development.

Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C. Supplemental Academic Instruction (SAI)

SAI unit(s) provided to Westwood Middle School enhance student achievement by counseling with students and parents about attendance, grades, and academic performance and goals.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc. Westwood Middle School offers professional development and student awareness of

anti-bullying programs and participates in the Polk County Sherriff's Office SAVE program.

Nutrition Programs

This school is a Community Eligibility school and all students receive breakfast and lunch at no charge. This school is a location for a summer feeding program for the community.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education: Students in our academies are scheduled in CTE courses and will receive certification. develop leadership skills and offer training in service learning. Westwood Middle School has 3 vocational teachers: Business computers, Industrial technology and agricultural technology.

Job Training

N/A

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Todd Bennett	Principal
Carrie Howland	Teacher
Meesha Downing	Education Support Employee
Jodi Reeves	Parent
Ruth Hernandez	Parent
Adriana Munoz	Parent
Anna Dundar	Parent
Chuck Langford	Business/Community
Diana Acevedo	Business/Community
Charlene Wilson	Education Support Employee
Debra Wright	Education Support Employee
Russ Campbell	Education Support Employee

#### 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*

SAC committee was surveyed and offered ideas about the SIP. The committee recognized that the school did not meet the goals of the SIP plan. They also feel that the changes that were made by the school administration for the 2015-16 school year show a commitment to school improvement.

*Development of this school improvement plan*

SAC committee met and will continue to meet to evaluate the effectiveness of the strategies and monitor success toward meeting the goals. The SAC improves the SIP.

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

SAC Committee worked on and submitted the budget for the 2015-16 school year.

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

N/A

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Bennett, Todd	Principal
Downing, Meesha	Assistant Principal
Wright, Debra	Assistant Principal
Campbell, Russ	Assistant Principal
Howland, Carrie	Instructional Coach
Wilson, Charlene	Instructional Coach

#### Duties

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

The Literacy team will incorporate school-wide literacy through the use of collaborative planning. This will include the unpacking of of ELA standards and best-practices that are both taught and modeled throughout the school and during PLC's.

### 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 at Westwood collaboratively plan by content and grade level through vertical and horizontal alignment weekly.

Reading - 2nd period, 7th period (first even day of week)

Language arts - 1st period (Thursday/Friday), 2nd period (Thursday/Friday)

Science - 1st & 3rd period Thursdays, 4th period Fridays

Social Studies - 7th period (First odd day of week)

Math - 3rd period Thursdays, 4th & 6th period Fridays

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

The district hosts job fairs to recruit teachers to our district. We utilize a district wide employment system to post current openings, schedule interviews, post references, and hire qualified applicants. The district works with schools to ensure racial balance and filling vacancies.



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

Teacher's involved in the mentoring program will meet biweekly throughout the school year. The program will consist of an introduction to various technology utilized in the classroom, schoolwide policies and procedures, effective teaching strategies, orientation to weekly professional learning communities, and monthly departmental meetings.

## **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***

Westwood Middle uses all core instructional programs are programs that have been adopted by the State of Florida and are standards based which ensures alignment.

#### **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***

Westwood Middle teachers are provided with data via IDEAS. The data lists previous and current State tests, IBTP assessments, as well as progress monitoring data. Teachers use this data to modify instructional based on student ability level. Teachers will teach the same standard, however lower level students will receive a different assignment to help them with proficiency, the work may be reduced also.

***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: 1,800**

Students who have been identified as level 1 and low level 2 students have the opportunity to attend a six week summer enrichment program for reading and math.

**Strategy Rationale**

The rationale for the summer program is to help students become proficient in ELA, Math, and Science to get the students on grade level.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Downing, Meesha, meesha.downing@polk-fl.net

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

Standardized testing data and progress monitoring data will be collected and analyzed to determine the effectiveness of this strategy.

**Strategy: After School Program**

**Minutes added to school year: 600**

Teachers will be involved in PLC/ PD opportunities after school to enhance standards-based instruction.

**Strategy Rationale**

Teachers need additional resources and training that cannot be offered during the school day.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Downing, Meesha, meesha.downing@polk-fl.net

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

Classroom walk through data

**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**

Westwood Middle School collaborates with feeder elementary and feeder high schools in the area to ensure that students are prepared when they enter and leave. Guidance counselors visit feeder



elementary schools and we also provide incoming parents from elementary school a night to visit the school. During the incoming 6th grade parent night the information that is disseminated includes classroom expectations, academic requirements, elective offerings, etc.... For those 8th grade students who leave to go to the high school we ensure that they are prepared academically with the academic requirements needed.

### 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 in Advanced, Culinary, Business, Engineering, Fine arts, and Rock - n -Roll Pre-academies focus on career and technical education. Students and parents participate in an Academy Night which highlights course offerings. Students are able to select a course of study that is personally meaningful.

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

Westwood has implemented pre-academies which feed into surrounding high schools. Academy teachers plan collaboratively with core teachers to design lessons that are interdisciplinary and with a career and technical focus.

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

N/A

***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:

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#### 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.

### **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.

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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.** The Leadership team at Westwood Middle School will support and develop a culture of academic excellence with high learning expectations for all students.
  
- G2.** The Academic Leadership Team at Westwood Middle School will support and facilitate teachers in the planning and delivery of standard-based instruction through systemic coaching/support and through consistent monitoring in order to increase student proficiency.

## 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.** The Leadership team at Westwood Middle School will support and develop a culture of academic excellence with high learning expectations for all students. 1a

G073304

**Targets Supported** 1b

Indicator	Annual Target
Level 1 - All Grades	6.0

**Resources Available to Support the Goal** 2

- Parent Involvement Workshops (Literacy Nights, etc..)

**Targeted Barriers to Achieving the Goal** 3

- Lack of intellectual engagement, lack of promoting the importance of education and student capacity for academic achievement and growth.
- Lack of engagement from parents, stakeholders and community leaders.
- Lack of cultural sensitivity and equity of high expectations for all students.

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

Students will show improvement on module and progress monitoring assessments.

**Person Responsible**

Todd Bennett

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Student data on module and benchmark assessments.

**G2.** The Academic Leadership Team at Westwood Middle School will support and facilitate teachers in the planning and delivery of standard-based instruction through systemic coaching/support and through consistent monitoring in order to increase student proficiency. 1a

G073305

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Administrators	6.0

**Resources Available to Support the Goal** 2

- Pre-planning/Unpacking form, lesson plan template.
- Walk-through form, Professional Developments.
- Copy of the standards in the content area.

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge of pedagogy, depth of delivery of standard-based instruction, implementation of 5E model and methods of gradual release.
- Scaffolding, pacing, promoting, probing techniques, collaborative structures, and distributed practice and summarizing.
- Lack of specific and appropriate student feedback, collaborative structures, and distributed practice.

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

Walk-through data, and student performance on Module and progress monitoring assessments will increase.

**Person Responsible**

Todd Bennett

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Walk-through data, Increase performance on module and progress monitoring assessments

## 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.** The Leadership team at Westwood Middle School will support and develop a culture of academic excellence with high learning expectations for all students. **1**

 G073304

**G1.B1** Lack of intellectual engagement, lack of promoting the importance of education and student capacity for academic achievement and growth. **2**

 B191551

**G1.B1.S1** Design a system to support, monitor, and facilitate student intellectual engagement and high expectations for learning for all students. **4**

 S203024

### Strategy Rationale

Students are not authentically engaged, systems are being created and launched to help facilitate this engagement.

### Action Step 1 **5**

Define, post and articulate clear expectations for student intellectual engagement.

#### Person Responsible

Todd Bennett

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Weekly Bulletin

**Action Step 2** 5

Promote the importance of education by continuously recognizing the academic achievements of students.

**Person Responsible**

Meesha Downing

**Schedule**

Quarterly, from 11/13/2015 to 4/29/2016

**Evidence of Completion**

Student recognition certificates and Chik Fil A coupons, etc...

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

Administrators will monitor classroom instruction and note the evidence (or lack) of intellectual engagement.

**Person Responsible**

Todd Bennett

**Schedule**

Daily, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Coach logs and Assignments

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

Administrators will recognize the individual and collective academic success of students and continuously communicate the high expectations for learning for all students.

**Person Responsible**

Meesha Downing

**Schedule**

Quarterly, from 11/13/2015 to 5/27/2016

**Evidence of Completion**

Academic celebrations will be held in the cafeteria by invite only. Quarterly newsletters will be mailed to the parents.

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

Evidence of authentic student engagement and rapport will be displayed in open classroom dialogue

**Person Responsible**

Todd Bennett

**Schedule**

Weekly, from 9/7/2015 to 5/27/2016

***Evidence of Completion***

Walkthrough feedback and will be kept in the principal's office.

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

Students will exemplify an intrinsic desire to learn and become owners of their learning progression.

**Person Responsible**

Meesha Downing

**Schedule**

Weekly, from 9/7/2015 to 5/27/2016

***Evidence of Completion***

Classroom walkthroughs with documented feedback on forms to be housed in Mr. Bennetts Office.



**G1.B2** Lack of engagement from parents, stakeholders and community leaders. 2

B191552

**G1.B2.S1** Design a system to communicate, embrace and engage parents, stakeholders and community leaders. 4

S203025

**Strategy Rationale**

To increase parent and community engagement we must have the necessary systems in place.

**Action Step 1** 5

Increase parent, stakeholder and community awareness of the expectation of academic excellence for all students.

**Person Responsible**

Todd Bennett

**Schedule**

Every 2 Months, from 9/8/2015 to 5/3/2016

**Evidence of Completion**

Minutes from SAC, and parent surveys

**Action Step 2** 5

Increase communication with parents, stakeholders and community leaders.

**Person Responsible**

Meesha Downing

**Schedule**

Quarterly, from 8/24/2015 to 6/1/2016

**Evidence of Completion**

Emails, phones call logs, parent conferences, and parent night/report card night surveys

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

Develop a survey to glean parent, stakeholder and community members' feedback on the academic culture and high learning expectations for all students.

**Person Responsible**

Meesha Downing

**Schedule**

Quarterly, from 11/9/2015 to 5/30/2016

**Evidence of Completion**

Survey results

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

Develop a monthly school newsletter (electronic/hard copy) to inform parents of the culture of academic excellence with high learning expectations for all students.

**Person Responsible**

Meesha Downing

**Schedule**

Monthly, from 10/16/2015 to 5/20/2016

**Evidence of Completion**

Monthly newsletter

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

Timely execution of strategies and/or communications to address any concerns gathered from data presented in the survey.

**Person Responsible**

Todd Bennett

**Schedule**

Quarterly, from 9/30/2015 to 5/31/2016

**Evidence of Completion**

survey results and follow-up from the results.

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

Increase partnership and participation of parents, stakeholders and community leaders in the building of culture of academic excellence.

**Person Responsible**

Debra Wright


**Schedule**

Quarterly, from 10/5/2015 to 6/9/2016

**Evidence of Completion**

SAC Membership, Parent night sign in sheets

**G1.B3** Lack of cultural sensitivity and equity of high expectations for all students. 2

 B191553

**G1.B3.S1** Design a system to educate and expose staff and students to varying cultures and dispel misconceptions. 4

 S203026

**Strategy Rationale**

Educate staff and students about all cultures at Westwood Middle School.

**Action Step 1** 5

Provide teachers and staff with researched-based strategies and new methods of engaging students of varying cultures, gender, abilities and socio-economic status.

**Person Responsible**

Meesha Downing

**Schedule**

On 11/13/2015

**Evidence of Completion**

Feedback from PD, statistical data

**Action Step 2** 5

Create opportunities for teachers and staff to discuss and address misconceptions regarding race, gender, ability and socio-economic status.

**Person Responsible**

Debra Wright

**Schedule**

On 11/18/2015

***Evidence of Completion***

Feedback from PD, statistical data

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

Administrators will monitor instructional delivery and document the existence of (or lack of) authentic student engagement and cultural sensitivity.

**Person Responsible**

Todd Bennett

**Schedule**

Weekly, from 9/14/2015 to 5/31/2016

***Evidence of Completion***

Walkthroughs and feedback

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

Administrators will actively participate in discussion during collaborative planning to develop cultural norms and expectations.

**Person Responsible**

Meesha Downing

**Schedule**

On 5/30/2016

***Evidence of Completion***

Agendas, minutes and feedback from collaborative planning, administrators will sit in weekly on planning

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

Evidence of researched-based strategies and new methods of engaging all students will be evident in the instructional delivery.

**Person Responsible**

Todd Bennett

**Schedule**

Weekly, from 9/14/2015 to 5/27/2016

***Evidence of Completion***

Walkthroughs and feedback

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

Evidence cultural sensitivity and equitable behaviors will be evident in the instructional delivery.

**Person Responsible**

Meesha Downing

**Schedule**

On 5/27/2016

***Evidence of Completion***

Walkthroughs and feedback

**G2.** The Academic Leadership Team at Westwood Middle School will support and facilitate teachers in the planning and delivery of standard-based instruction through systemic coaching/support and through consistent monitoring in order to increase student proficiency. 1

G073305

**G2.B1** Lack of knowledge of pedagogy, depth of delivery of standard-based instruction, implementation of 5E model and methods of gradual release. 2

B191554

**G2.B1.S1** Design a system to support, monitor and facilitate instructional design, lesson planning and assessments. 4

S203027

### Strategy Rationale

Promote authentic student engagement to increase positive student results.

### Action Step 1 5

Teachers complete and submit Preplanning form that encompasses, unpacking the standard(s). The Preplanning form is submitted to Instructional Coach/Administrator on Wednesdays prior to collaborative planning.

#### Person Responsible

Russ Campbell

#### Schedule

Weekly, from 8/26/2015 to 6/1/2016

#### Evidence of Completion

Admin and coaches will collect pre-planning/unpacking forms.

### Action Step 2 5

#### Person Responsible

#### Schedule

#### Evidence of Completion

**Action Step 3** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

Instructional Coach/Administrators receive and review Preplanning forms weekly.

**Person Responsible**

Russ Campbell

**Schedule**

Weekly, from 8/26/2015 to 5/25/2016

***Evidence of Completion***

Pre-planning sheets will be collected and stored in the principals office.

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

Collaborative Planning agendas are signed by all participants present. Lesson plans are electronically uploaded in the WMS Shared One-Drive and a hard copy is displayed near the entrance of the classroom.

Planning calendars are published in WMS Shared One-Drive.

**Person Responsible**

Debra Wright

**Schedule**

Weekly, from 8/26/2015 to 5/25/2016

***Evidence of Completion***

Agendas, and Collaborative planning sheets will be collected once per week and stored in principals office.

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

Common assessments are created by teachers. Data from common assessments will be discussed during collaborative planning and academic leadership meetings to insure immediate accessibility to remediation.

**Person Responsible**

Meesha Downing

**Schedule**

Weekly, from 9/17/2015 to 5/26/2016

***Evidence of Completion***

Ms. Downing will review all assessments to ensure that they are to the intent of the standard.

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

Instructional Coach/Administrator submit/reviews Preplanning forms during weekly Academic Leadership Team meetings conducted on Mondays.

**Person Responsible**

Meesha Downing

**Schedule**

Weekly, from 8/31/2015 to 5/30/2016

***Evidence of Completion***

Instructional Coaches and Administrators will meet weekly to report what they've reviewed and the feedback from pre-planning forms.

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

Evidence of collaborative planning is monitored through routine Administrative walkthroughs.

**Person Responsible**

Debra Wright

**Schedule**

Weekly, from 8/31/2015 to 5/30/2016

***Evidence of Completion***

Instructional Coaches and Administrators will meet weekly to report what they've reviewed and helped to facilitate during collaborative planning.



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

Progress monitoring reports for IBPT will be shared in academic leadership team meetings upon the completion of a module.

**Person Responsible**

Meesha Downing


**Schedule**

Weekly, from 8/31/2015 to 5/30/2016


**Evidence of Completion**

Ms. Downing will provide reports regarding IBTP data.

**G2.B2 Scaffolding, pacing, promoting, probing techniques, collaborative structures, and distributed practice and summarizing. 2**

 B191555

**G2.B2.S1 Design a system to support, monitor, and facilitate teachers in instructional delivery and facilitation. 4**

 S203028

**Strategy Rationale**

To create a system to consistent monitor classroom for teaching to the intent of the standards to producing authentic student engagement.

**Action Step 1 5**

Teachers will document notes from their peer-observation and reflect on “best practices” that they intend to utilize in their classroom. Coaches/administrators will facilitation the reflection process conducted during collaborative planning and Academic leadership team meetings.

**Person Responsible**

Meesha Downing

**Schedule**

Quarterly, from 9/23/2015 to 5/11/2016

**Evidence of Completion**

Notes and documentation will be submitted to administration and kept on file in the principal's office.

**Action Step 2** 5

Administrators will walkthrough classes and monitor the usage of probing and collaborative structures.

**Person Responsible**

Debra Wright

**Schedule**

Quarterly, from 9/23/2015 to 5/11/2016

**Evidence of Completion**

Feedback forms from classroom walkthroughs and file into the principals office.

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

Teachers will document notes from their peer-observation and reflect on “best practices” that they intend to utilize in their classroom. Coaches/administrators will facilitate the reflection process conducted during collaborative planning and Academic leadership team meetings.

**Person Responsible**

Meesha Downing

**Schedule**

Daily, from 8/31/2015 to 5/27/2016

**Evidence of Completion**

Peer notes and documentation will be collected by administration and kept in the principals office.

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

Administrators will walkthrough classes and monitor the usage of probing and collaborative structures.

**Person Responsible**

Meesha Downing

**Schedule**

Quarterly, from 9/21/2015 to 5/6/2016

**Evidence of Completion**

Classroom walkthrough feedback will be discussed with the teachers and documentation will be kept in the principals office.

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

Walkthrough, evaluation and assessment data will reflect an increase of engaging students in learning.

**Person Responsible**

Russ Campbell

**Schedule**

Daily, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Frequent walkthroughs with constant feedback to the teacher with tips, strategies and suggestions.

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

Students will exhibit critical and analytical thinking skills which will increase proficiency/mastery of standards.

**Person Responsible**

Meesha Downing

**Schedule**

Quarterly, from 9/21/2015 to 5/6/2016

***Evidence of Completion***


Student scores and grades will be monitored frequent data chats will occur between teachers an administration.

**G2.B3** Lack of specific and appropriate student feedback, collaborative structures, and distributed practice.

2

 B191556

**G2.B3.S1** Design a system to support, monitor and facilitate teachers in the development of student-centered learning environments. 4

 S203029

### Strategy Rationale

To help create classrooms that are student centered which will provide authentic student engagement.

### Action Step 1 5

Instructional Coaches will model standard-based lessons that integrate research-based student centered strategies followed by the continuous support of teacher facilitation.

#### Person Responsible

Meesha Downing

#### Schedule

Monthly, from 9/7/2015 to 5/27/2016

#### Evidence of Completion

Coaches will discuss feedback from modeling with teachers and provide tips and strategies.

### Action Step 2 5

Instructional Coaches will provide support to teachers by co-teaching standard-based lessons in a student-centered learning environment.

#### Person Responsible

Debra Wright

#### Schedule

Monthly, from 9/7/2015 to 5/27/2016

#### Evidence of Completion

Coaches will discuss feedback from co-teaching with teachers and provide tips and strategies.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1 6**

Administrators will support and monitor the facilitation of standard-based lesson that integrate research-based student centered.

**Person Responsible**

Todd Bennett

**Schedule**

Daily, from 9/14/2015 to 5/20/2016

**Evidence of Completion**

Administrators will walkthrough and monitor classes daily and provide feedback.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1 6**

Instructional Coaches will report timelines for the coaching cycle during the Academic Leadership Team meetings.

**Person Responsible**

Meesha Downing

**Schedule**

Quarterly, from 9/14/2015 to 5/20/2016

**Evidence of Completion**

Instructional coaches will report their coaching cycle calendars and feedback to Admin team to be discussed and stored in the principal office.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Walkthroughs and evaluations will reflect a student-centered learning environment resulting in authentic student engagement.

**Person Responsible**

Todd Bennett

**Schedule**

Daily, from 9/7/2015 to 5/31/2016

**Evidence of Completion**

Walkthrough feedback will be left with teacher and discussed with instructional coaches to provide support as necessary.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Administrators will conduct walkthroughs to evaluate the level of effectiveness of the coaching cycle while providing continuous support.

**Person Responsible**

Meesha Downing

**Schedule**

Quarterly, from 9/7/2015 to 5/31/2016

**Evidence of Completion**

Coaching Cycle feedback will be left with teacher and discussed with instructional coaches to provide support as necessary.

**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	Define, post and articulate clear expectations for student intellectual engagement.	Bennett, Todd	8/24/2015	Weekly Bulletin	6/3/2016 weekly
G1.B2.S1.A1	Increase parent, stakeholder and community awareness of the expectation of academic excellence for all students.	Bennett, Todd	9/8/2015	Minutes from SAC, and parent surveys	5/3/2016 every-2-months
G1.B3.S1.A1	Provide teachers and staff with researched-based strategies and new methods of engaging students of varying cultures, gender, abilities and socio-economic status.	Downing, Meesha	11/12/2015	Feedback from PD, statistical data	11/13/2015 one-time
G2.B1.S1.A1	Teachers complete and submit Preplanning form that encompasses, unpacking the standard(s). The Preplanning form is submitted to Instructional Coach/Administrator on Wednesdays prior to collaborative planning.	Campbell, Russ	8/26/2015	Admin and coaches will collect pre-planning/unpacking forms.	6/1/2016 weekly
G2.B2.S1.A1	Teachers will document notes from their peer-observation and reflect on "best practices" that they intend to utilize in their classroom. Coaches/administrators will facilitate the reflection process conducted during collaborative planning and Academic leadership team meetings.	Downing, Meesha	9/23/2015	Notes and documentation will be submitted to administration and kept on file in the principal's office.	5/11/2016 quarterly
G2.B3.S1.A1	Instructional Coaches will model standard-based lessons that integrate research-based student centered strategies followed by the continuous support of teacher facilitation.	Downing, Meesha	9/7/2015	Coaches will discuss feedback from modeling with teachers and provide tips and strategies.	5/27/2016 monthly
G1.B1.S1.A2	Promote the importance of education by continuously recognizing the academic achievements of students.	Downing, Meesha	11/13/2015	Student recognition certificates and Chik Fil A coupons, etc...	4/29/2016 quarterly

**Polk - 0571 - Westwood Middle School - 2015-16 SIP**  
*Westwood Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A2	Increase communication with parents, stakeholders and community leaders.	Downing, Meesha	8/24/2015	Emails, phones call logs, parent conferences, and parent night/report card night surveys	6/1/2016 quarterly
G1.B3.S1.A2	Create opportunities for teachers and staff to discuss and address misconceptions regarding race, gender, ability and socio-economic status.	Wright, Debra	11/17/2015	Feedback from PD, statistical data	11/18/2015 one-time
G2.B1.S1.A2	[no content entered]			one-time	
G2.B2.S1.A2	Administrators will walkthrough classes and monitor the usage of probing and collaborative structures.	Wright, Debra	9/23/2015	Feedback forms from classroom walkthroughs and file in the principals office.	5/11/2016 quarterly
G2.B3.S1.A2	Instructional Coaches will provide support to teachers by co-teaching standard-based lessons in a student-centered learning environment.	Wright, Debra	9/7/2015	Coaches will discuss feedback from co-teaching with teachers and provide tips and strategies.	5/27/2016 monthly
G2.B1.S1.A3	[no content entered]			one-time	
G1.MA1	Students will show improvement on module and progress monitoring assessments.	Bennett, Todd	8/24/2015	Student data on module and benchmark assessments.	6/9/2016 monthly
G1.B1.S1.MA1	Evidence of authentic student engagement and rapport will be displayed in open classroom dialogue	Bennett, Todd	9/7/2015	Walkthrough feedback and will be kept in the principal's office.	5/27/2016 weekly
G1.B1.S1.MA4	Students will exemplify an intrinsic desire to learn and become owners of their learning progression.	Downing, Meesha	9/7/2015	Classroom walkthroughs with documented feedback on forms to be housed in Mr. Bennetts Office.	5/27/2016 weekly
G1.B1.S1.MA1	Administrators will monitor classroom instruction and note the evidence (or lack) of intellectual engagement.	Bennett, Todd	9/1/2015	Coach logs and Assignments	5/27/2016 daily
G1.B1.S1.MA2	Administrators will recognize the individual and collective academic success of students and continuously communicate the high expectations for learning for all students.	Downing, Meesha	11/13/2015	Academic celebrations will be held in the cafeteria by invite only. Quarterly newsletters will be mailed to the parents.	5/27/2016 quarterly
G1.B2.S1.MA1	Timely execution of strategies and/or communications to address any concerns gathered from data presented in the survey.	Bennett, Todd	9/30/2015	survey results and follow-up from the results.	5/31/2016 quarterly
G1.B2.S1.MA4	Increase partnership and participation of parents, stakeholders and community leaders in the building of culture of academic excellence.	Wright, Debra	10/5/2015	SAC Membership, Parent night sign in sheets	6/9/2016 quarterly
G1.B2.S1.MA1	Develop a survey to glean parent, stakeholder and community members' feedback on the academic culture and high learning expectations for all students.	Downing, Meesha	11/9/2015	Survey results	5/30/2016 quarterly
G1.B2.S1.MA2	Develop a monthly school newsletter (electronic/hard copy) to inform parents of the culture of academic excellence with high learning expectations for all students.	Downing, Meesha	10/16/2015	Monthly newsletter	5/20/2016 monthly
G1.B3.S1.MA1	Evidence of researched-based strategies and new methods of engaging all students will be evident in the instructional delivery.	Bennett, Todd	9/14/2015	Walkthroughs and feedback	5/27/2016 weekly
G1.B3.S1.MA4	Evidence cultural sensitivity and equitable behaviors will be evident in the instructional delivery.	Downing, Meesha	9/14/2015	Walkthroughs and feedback	5/27/2016 one-time
G1.B3.S1.MA1	Administrators will monitor instructional delivery and document the existence	Bennett, Todd	9/14/2015	Walkthroughs and feedback	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	of (or lack of) authentic student engagement and cultural sensitivity.				
G1.B3.S1.MA2	Administrators will actively participate in discussion during collaborative planning to develop cultural norms and expectations.	Downing, Meesha	9/14/2015	Agendas, minutes and feedback from collaborative planning, administrators will sit in weekly on planning	5/30/2016 one-time
G2.MA1	Walk-through data, and student performance on Module and progress monitoring assessments will increase.	Bennett, Todd	8/24/2015	Walk-through data, Increase performance on module and progress monitoring assessments	6/9/2016 monthly
G2.B1.S1.MA1	Instructional Coach/Administrator submit/reviews Preplanning forms during weekly Academic Leadership Team meetings conducted on Mondays.	Downing, Meesha	8/31/2015	Instructional Coaches and Administrators will meet weekly to report what they've reviewed and the feedback from pre-planning forms.	5/30/2016 weekly
G2.B1.S1.MA5	Evidence of collaborative planning is monitored through routine Administrative walkthroughs.	Wright, Debra	8/31/2015	Instructional Coaches and Administrators will meet weekly to report what they've reviewed and helped to facilitate during collaborative planning.	5/30/2016 weekly
G2.B1.S1.MA6	Progress monitoring reports for IBPT will be shared in academic leadership team meetings upon the completion of a module.	Downing, Meesha	8/31/2015	Ms. Downing will provide reports regarding IBTP data.	5/30/2016 weekly
G2.B1.S1.MA1	Instructional Coach/Administrators receive and review Preplanning forms weekly.	Campbell, Russ	8/26/2015	Pre-planning sheets will be collected and stored in the principals office.	5/25/2016 weekly
G2.B1.S1.MA2	Collaborative Planning agendas are signed by all participants present. Lesson plans are electronically uploaded in the WMS Shared One-Drive and a hard copy is displayed near the entrance of the classroom. Planning calendars are published in WMS Shared One-Drive.	Wright, Debra	8/26/2015	Agendas, and Collaborative planning sheets will be collected once per week and stored in principals office.	5/25/2016 weekly
G2.B1.S1.MA3	Common assessments are created by teachers. Data from common assessments will be discussed during collaborative planning and academic leadership meetings to insure immediate accessibility to remediation.	Downing, Meesha	9/17/2015	Ms. Downing will review all assessments to ensure that they are to the intent of the standard.	5/26/2016 weekly
G2.B2.S1.MA1	Walkthrough, evaluation and assessment data will reflect an increase of engaging students in learning.	Campbell, Russ	8/31/2015	Frequent walkthroughs with constant feedback to the teacher with tips, strategies and suggestions.	5/27/2016 daily
G2.B2.S1.MA4	Students will exhibit critical and analytical thinking skills which will increase proficiency/mastery of standards.	Downing, Meesha	9/21/2015	Student scores and grades will be monitored frequent data chats will occur between teachers an administration.	5/6/2016 quarterly
G2.B2.S1.MA1	Teachers will document notes from their peer-observation and reflect on "best practices" that they intend to utilize in their classroom. Coaches/administrators will facilitate the reflection process conducted during collaborative planning and Academic leadership team meetings.	Downing, Meesha	8/31/2015	Peer notes and documentation will be collected by administration and kept in the principals office.	5/27/2016 daily
G2.B2.S1.MA2	Administrators will walkthrough classes and monitor the usage of probing and collaborative structures.	Downing, Meesha	9/21/2015	Classroom walkthrough feedback will be discussed with the teachers and documentation will be kept in the principals office.	5/6/2016 quarterly
G2.B3.S1.MA1	Walkthroughs and evaluations will reflect a student-centered learning	Bennett, Todd	9/7/2015	Walkthrough feedback will be left with teacher and discussed with	5/31/2016 daily



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	environment resulting in authentic student engagement.			instructional coaches to provide support as necessary.	
G2.B3.S1.MA4	Administrators will conduct walkthroughs to evaluate the level of effectiveness of the coaching cycle while providing continuous support.	Downing, Meesha	9/7/2015	Coaching Cycle feedback will be left with teacher and discussed with instructional coaches to provide support as necessary.	5/31/2016 quarterly
G2.B3.S1.MA1	Administrators will support and monitor the facilitation of standard-based lesson that integrate research-based student centered.	Bennett, Todd	9/14/2015	Administrators will walkthrough and monitor classes daily and provide feedback.	5/20/2016 daily
G2.B3.S1.MA2	Instructional Coaches will report timelines for the coaching cycle during the Academic Leadership Team meetings.	Downing, Meesha	9/14/2015	Instructional coaches will report their coaching cycle calendars and feedback to Admin team to be discussed and stored in the principal office.	5/20/2016 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** The Leadership team at Westwood Middle School will support and develop a culture of academic excellence with high learning expectations for all students.

**G1.B3** Lack of cultural sensitivity and equity of high expectations for all students.

**G1.B3.S1** Design a system to educate and expose staff and students to varying cultures and dispel misconceptions.

### **PD Opportunity 1**

Provide teachers and staff with researched-based strategies and new methods of engaging students of varying cultures, gender, abilities and socio-economic status.

#### **Facilitator**

Ms. Downing

#### **Participants**

All teachers and paras

#### **Schedule**

On 11/13/2015

### **PD Opportunity 2**

Create opportunities for teachers and staff to discuss and address misconceptions regarding race, gender, ability and socio-economic status.

#### **Facilitator**

Debra Wright

#### **Participants**

All teachers and paras

#### **Schedule**

On 11/18/2015

## 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	Define, post and articulate clear expectations for student intellectual engagement.	\$0.00
2	G1.B1.S1.A2	Promote the importance of education by continuously recognizing the academic achievements of students.	\$0.00
3	G1.B2.S1.A1	Increase parent, stakeholder and community awareness of the expectation of academic excellence for all students.	\$0.00
4	G1.B2.S1.A2	Increase communication with parents, stakeholders and community leaders.	\$0.00
5	G1.B3.S1.A1	Provide teachers and staff with researched-based strategies and new methods of engaging students of varying cultures, gender, abilities and socio-economic status.	\$0.00
6	G1.B3.S1.A2	Create opportunities for teachers and staff to discuss and address misconceptions regarding race, gender, ability and socio-economic status.	\$0.00
7	G2.B1.S1.A1	Teachers complete and submit Preplanning form that encompasses, unpacking the standard(s). The Preplanning form is submitted to Instructional Coach/Administrator on Wednesdays prior to collaborative planning.	\$0.00
8	G2.B1.S1.A2		\$0.00
9	G2.B1.S1.A3		\$0.00
10	G2.B2.S1.A1	Teachers will document notes from their peer-observation and reflect on “best practices” that they intend to utilize in their classroom. Coaches/administrators will facilitate the reflection process conducted during collaborative planning and Academic leadership team meetings.	\$0.00
11	G2.B2.S1.A2	Administrators will walkthrough classes and monitor the usage of probing and collaborative structures.	\$0.00
12	G2.B3.S1.A1	Instructional Coaches will model standard-based lessons that integrate research-based student centered strategies followed by the continuous support of teacher facilitation.	\$0.00
13	G2.B3.S1.A2	Instructional Coaches will provide support to teachers by co-teaching standard-based lessons in a student-centered learning environment.	\$0.00
<b>Total:</b>			<b>\$0.00</b>