

Alachua County Public Schools

# Westwood Middle School



2015-16 School Improvement Plan

## Westwood Middle School

3215 NW 15TH AVE, Gainesville, FL 32605

<http://www.sbac.edu/pages/acps>

### School Demographics

#### School Type

Middle

#### 2014-15 Title I School

No

#### 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

43%

#### Alternative/ESE Center

No

#### Charter School

No

#### 2015-16 Minority Rate (Reported as Non-white on Survey 2)

60%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	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 Alachua County School Board on 12/15/2015.

### 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Westwood Middle School creates a safe environment where learning is our priority, diversity is respected, and achievements are celebrated.

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

Westwood Middle School: a place where all people feel secure, where all are learning, where all can flex their creative muscle, and where all have an appreciation for diversity.

#### School Environment

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

The school year begins with a meeting with a demographic breakdown of the student body (and how ratios compare to that of the staff). Being that Westwood is an ESOL center for the district has made us acutely aware of cultural sensitivity. With non-English speakers from multiple countries, the staff has come to rely on non-verbal cues, oftentimes based on our collective knowledge of those cultures. You can also find Westwood staff doing home visits and attending extracurricular activities to interact with our students and their families in a non-school settings.

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

To meet the needs of those families who must deliver their children early, we have accommodated them by opening our media center a full two hours before our first tardy bell. While there (out of the elements and under supervision), students have an opportunity for an extended study period before the actual school day begins. Westwood's classroom assignments attempt to split grades 6-8 apart geographically as much as possible. Students are physically separated by the three main hallways, they have separate "staging areas" in the morning as they arrive to school, and they dine apart from one another as well. We have a resource officer assigned to the school as well as two deans, two counselors, three administrators, and a staff required to be in the hallways during class changes. Teachers also walk their students to and from lunch. Westwood has a finely-tuned discipline plan, which was created by committee. We have also developed a critical incident plan in concert with the Alachua County Sheriff's Office and members of the Gainesville Police Department SWAT team (who train annually on our campus). Safety drills include the realms of bus safety, fire drills, inclement weather drills, and lockdown drills. Rallying points (in case of evacuation) have been coordinated with neighboring organizations.

##### **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**

A school-wide discipline plan was created by committee several years back and refined annually. Our rules and safety procedures are discussed within classrooms and on closed-circuit television extensively in the first week of school and regularly throughout the year. In addition to informal warnings, calls home from teachers, and "off-the-books" conferencing, Westwood has instituted a



time-out system where egregious classroom disruptions are dealt with by the student being sent to a neighboring class and the teacher calling home. The third time-out (per classroom) results in a discipline referral to the deans. The system provides several chances for the student to correct his/her minor behavior issues before anything goes on record. Teachers are retrained yearly with special emphasis on staff members who are new to Westwood. Data is generated for regular Student Services meetings, and red flags are followed by action plans, whether they be a student who is accruing referrals or a teacher who is generating an disproportionate number of them. Westwood also has a substantial P.B.S. (Positive Behavior Support) program that includes school-wide events both on and off campus, a token economy, and a lavish school store.

**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**

Over ninety percent of the referrals generated at Westwood during the 2014-2015 have come from students on free or reduced lunch. Many families are stretched thin, oftentimes with a single parent or the grandparents doing the child-rearing. Westwood has continued with our mentoring program. Students were chosen by teacher recommendation, information culled from the county database, and data pulled from a separate database used to determine eligibility for our Positive Behavior Support events. Westwood also partners with multiple community agencies such as Corner Drug Store, Alachua's Reichert House, System of Care, and we are the center school for the regional Interface program. The Corner Drug Store's Project SUCCESS provides a mentor at our school that supports students in the greatest need. Students meet with the mentor during lunch and their elective periods to discuss preventive strategies (including but limited to drug prevention, de-escalation strategies, and academic counseling).

Westwood has two full-time counselors. In addition to seeing students when in crisis, they teach small groups based on need (grief, conflict resolution, etc.). Several units are taught throughout the year in classroom settings as well. The staff has also had Trauma Sensitive Training provided by a counselor and dean. The teachers and staff were provided with strategies to support students in traumatic events and how to seek help for these students.

### 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**

Westwood Early Warning System is integrated into the school's Student Services meetings, Professional Learning Communities, and various data chats (generated by both the county computer database as well as password-protected shared Google documents). Indicators include (but are not limited to) team students of concern, numbers of time-out's, numbers of referrals, numbers of tardies, abrupt shifts in personality, documented gang affiliation, attendance below 90 percent (regardless of excused or unexcused), one or more suspensions, whether in school or out of school, course failure in English/Language Arts, or mathematics Level 1 score on the statewide standardized assessments in English/Language Arts or mathematics

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	32	40	31	103
One or more suspensions	41	45	36	122
Course failure in ELA or Math	26	41	76	143
Level 1 on statewide assessment	72	99	106	277

***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	18	27	19	64

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

Students exhibiting two or more indicators have an EPT (educational planning team) meeting or IEP meeting if a student is of special needs. Other interventions include (but are not limited to) student conferencing, parent contact, parent conferencing, analysis of student schedules, meetings with counselors, meetings with mentors, positive referrals, PBS events and its token economy, task accommodations and modifications (if warranted), and incentive trips.

Westwood has also instituted school-wide initiatives in conjunction with our G.A.P.S. program (Gateway to Advanced Placement Success). All teachers use an agenda, will include Marzano strategies and Kagan structures, will begin with a warm-up, will use Cornell note-taking strategies. Students will use common agendas for recording important due dates, homework, and communication between home and school as well as a single 3" binder for use with all subjects. Parents also have access to a parent portal to keep abreast of real-time changes to grades, attendance, and formal behavior infractions. There is also a smart phone app to use in conjunction with the portal.

**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**

Westwood has a robust volunteer program and active parent/teacher organization. The total number of documented volunteer minutes was 6,903 from 334 total volunteers. Our volunteer coordinators actively recruit parents for activities such as our parent/teacher organization (PTO), science fair judging, career day, chaperoning, partner breakfasts, fund-raising, band boosters, mentoring, classroom help, assistance in the media center, sports, and coverage for certain areas of the school. Parents are encouraged to shadow for our "Bring a Parent to School" days as well as any time they

would like to shadow their child. The parents are invited for three days in early October to shadow a few periods or entire day with their child.

Westwood has several non-mandated night meetings over the course of the year. These have included (but are not limited to) science fair help, Internet safety, transition to high school, standardized test information as well as other open houses and meet-the-teacher events.

In addition to district and school websites, Westwood also creates four quarterly newsletters. A parent portal also allows parents to keep abreast of their child's real-time progress with regard to grades, behavior, and attendance.

In addition to what has been mentioned, Westwood's morning meeting calendar is full. We strive to involve parents at early signs of academic and behavioral misadventure to avert larger issues further along.

**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 has partnered with multiple local businesses in order to assist with our Positive Behavior Support program. Publix, Chain Reaction Bikes, Cici's Pizza, Adam's Ribs, Wal-Mart, PDQ, Vargas Dentistry, Gainesville Dojo, and McCallum Cabinetry have all contributed in kind services to aide Westwood. While some organizations donated goods or money, several family nights were hosted at local eateries.

Westwood also works closely with the Reichert House, Meridian Healthcare, the local Department of Child and Family Services, the University of Florida (mentoring, volunteering, and internships), and other volunteer organizations.

**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
Ten Bieg, James	Principal
Johnson, Bruce	Assistant Principal
Bairley, Cheryl	Teacher, K-12
Teller, Keith	Dean
Bethel, Karen	Dean
Kanji, Jill	Guidance Counselor
MacEwan, Jennifer	Guidance Counselor
Hartwell, David	Teacher, ESE
Blakeslee, Terri	Teacher, K-12
McGraw, Barbara	Teacher, K-12
Charbonnet, Sara	Teacher, K-12
McConn, Matthew	Teacher, K-12
Fields, Rebecca	Teacher, K-12
Howell, Bill	Teacher, K-12
Stanford, Ginger	Assistant Principal
Henderson, Christy	Teacher, K-12
Hilsenroth, John	Teacher, K-12
Oyenarte, Stacie	Teacher, K-12

## Duties

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

Instructional Leaders in each department were extensively trained by district coaches and, in turn, have given guidance at the school level. The district team created a scope and sequence for their respective subject areas that are aligned to Florida Standards and Quarterly assessments (AIMS that will be administered to all Math, Science, ELA and Civics classes). Teachers will have access to data in a timely manner and the opportunity to review and remediate topics of need.

The general education teachers serve as content area experts. They will be involved in data collection, implementation of Tier 1 instruction and interventions and collaboration with other staff members to implement tier 2 interventions.

The exceptional student education teachers (ESE) will participate in data collection, will integrate instruction into Tier 2 and 3 activities, and will collaborate with general education teachers with activities such as co-teaching.

The school psychologist will be involved with data collection and analysis as well as consultation on appropriate Tier 2 and 3 interventions.

Deans and guidance counselors will be involved with data collections and analysis, intervention strategies, progress monitoring, as well as provide a conduit to appropriate outside agencies that may be an aspect of appropriate intervention strategies.

The administration and department chairs ensure that lessons are aligned to district and state standards and the instructional timeline.

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

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

The school-based RtI Leadership Team will serve as the hub for data and data analysis as well as the chief conduit for the flow of information and training. The team or its sub-committees will meet regularly to analyze data, discuss and implement intervention strategies, monitor progress, evaluate effectiveness, communicate with other agencies, schools, and district personnel, and identify areas of need with regard to professional development.

Westwood's free/reduced lunch program is part of the federal supplemented food service program. The county homeless coordinator is funded through Title 10 monies. Westwood is an ESOL center for the middle grades. ESOL is funded through Title 3.

The district teacher and administrative trainings fall under Title 2. This would also include mentors, reading coaches, and teacher coaches as well as violence prevention and anti-bullying campaigns.

### **School Advisory Council (SAC)**

#### **Membership:**

<b>Name</b>	<b>Stakeholder Group</b>
Jim TenBiege	Principal
Matthew Howland	Business/Community
Laura Lambes	Education Support Employee
David Dixon	Teacher
Joseph Swails	Teacher
Roger Cox	Business/Community
Elizabeth Rowe	Business/Community
Michelle Shelar	Education Support Employee
Donna Dotts	Business/Community
Enrique Vargas	Business/Community
Joe Dorsey	Business/Community

#### **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***

A year-end meeting was held to go over the results of School Advisory Council surveys as well as progress toward the goals set in last year's school improvement plan. This proved difficult as much of the data the SAC wished to analyze was not released from the state. As the year progresses, the School Advisory Council will be apprised of progress and/or obstacles toward those ends.

##### ***Development of this school improvement plan***

The school advisory council has worked in concert with the administration to determine the best course of action, based on shared information from progress monitoring. This process translates to school improvement goals.

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

Progress monitoring will occur throughout the year and will be shared with the school advisory council in order to re-examine school improvement goals. The SAC will also determine the most appropriate

need for the expenditure of Lotto and Advanced Placement monies, including the possibility of mini-grants (worth up to \$250 for those applying).

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

Amounts reflect what was actually spent.

G.A.P.S. Tutoring - \$7,290.00

G.A.P.S. Summer Camp - \$450.00

\*Plus \$234.31 for benefits for previous two entries

Writing Workshop - \$1,732.50

\*Plus \$139.73 for benefits for the previous entry

Positive Behavior Support incentives - \$808.32 (from \$2,500.00 allocation)

***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
Ten Bieg, James	Principal
Johnson, Bruce	Assistant Principal
Beland, Peggy	Instructional Media
Roberts, Debbie	Instructional Technology
McGraw, Barbara	Teacher, K-12
Blakeslee, Terri	Teacher, K-12
Stanford, Ginger	Assistant Principal
Hartwell, David	Teacher, ESE

**Duties**

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

The focus of the LLT for this school year is to provide reading strategies within content area courses. Another important goal is to focus on the standards affiliated with Common Core.

Another initiative of the LLT this year will be to work with science and social studies teachers to continue to develop content-specific FSA-style questions as "bell-ringers." Although the focus would be on reading instruction, the lessons themselves will touch upon all subject areas, both academic and exploratory classes. Westwood has combined homeroom and first period to facilitate the implementation of the focus lessons.

Regularly scheduled progress monitoring will occur through use of the AIMS. assessment. Teachers will analyze in departments and grade levels the results of writing assessments and ELA reading assessments. They will focus on student mastery of benchmarks and retention through the year. Response-to-Intervention (RtI) will aide in identifying and remediating students in need of additional resources. A push for more interactivity with technology will be used to increase student motivation.



## 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**

To address student achievement in science, common planning time has been instituted for all grade level science teachers. Professional Learning Communities by department have been expanded upon since last school year. A more structured approach along shared literature and data points has provided a narrower focus to better address teacher strategies and student achievement. Teachers have developed the plan of professional development that will support their instructional methods and students.

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

At the county level, each applicant receives a background check both for education and criminal standing (Beverly Finley). The school tailors professional development plans to subject areas and individuals, and staff development opportunities are regularly offered (administrative staff). Beginning teachers are mentored through a district-wide program and has on-site visits to support their development during their first year. The beginning teachers also work in cohorts to share ideas, learn new techniques that specialize in classroom management, instructional techniques to increase Depth of Knowledge.

Within the school, the administration team works to support teachers who are struggling with techniques that are evident in their classroom walk-through's. Teachers who need support receive coaching, mentoring with skills, opportunities to visit and observe co-teachers who are have more success with the particular area they are wanting to improve.

The district has an annual recruitment fair to assist in the filling of teaching positions (district personnel and administrative staff). Grade level teams and departments are available for support (Team Leaders, Department Chairs, and administration).

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

In addition to informal mentoring and coaching opportunities with colleagues and administration, the district provides a mentor (Jared Feria) for all new teachers. Mentoring includes (but is not limited to) conferencing, workshops, and observations with feedback.

## 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***

Instructional materials were adopted from an approved list by the state. County adoption committees are formed to examine any potentially new materials with state standards firmly in mind.

Teachers follow instructional scope and sequences that have been developed by the county's instructional leaders. The scope and sequences have been aligned to the Florida standards and mastery of benchmarks for each quarter are measured through Alachua Instructional Monitoring System exams that were developed from test questions that instructional leaders also aligned to Florida Standards. The rigor and complexity of benchmarks is a focus of our district and school. Teachers work in Instructional Focus department level groups to plan several times a month to

ensure lessons are working at the highest rigor and increasing consistency across the subject area and grade level.

### 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***

The teachers use exit and entrance tickets to verify students understanding and retention of concepts taught. It is used to determine learning groups and how to differentiate instruction. Quarterly teachers administer AIMS (Alachua Instructional Model System) assessments (in Math, Science, ELA and Civics) to verify student mastery of benchmarks taught previously. The data is used to reteach and support students needs. Instruction is tailored to meet the needs of the students based on these test results as well as curriculum-based assessments. Students who demonstrate significant deficiencies are re-mediated with supplemental materials and alternative instructional strategies. Remediation materials include remediation sections of the textbook, skill-specific websites- Algebra Nation, ICivics website and other resources that support state standards and alternative researched-based curriculum like Read 180. Alternative instructional strategies include cooperative learning, learning stations, and small group instruction. Teachers utilize resources like cPALMS and FSAssessments to prepare students for upcoming standardized tests. Students are scheduled into leveled courses from advanced to intensive depending on test results.

***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:** 21,600

Westwood's extended school day program provides tutoring for the full two hours over its 180 day year. Instructors use both small group and individual instruction in areas of need.

#### ***Strategy Rationale***

Westwood wishes to offer extra help and instruction for those students wishing to receive it. This is especially important as some family units don't have the means to aid the student due to lack of skills, lack of time, or other barriers.

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

- Enrichment

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

Bradshaw, Brandi, bradshbn@gm.sbac.edu

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

Standardized test scores as well as results from progress monitoring will be collected for those students taking advantage of tutoring opportunities vs. those who don't in similar coursework.



**Strategy: After School Program**

**Minutes added to school year:**

Robotics Club

**Strategy Rationale**

To engage students in team building, cooperative learning, problem solving and STEM education

**Strategy Purpose(s)**

- Enrichment

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

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

**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**

For incoming students who are transitioning, we provide the county information packet, distributed to all 5th graders. In the Spring, we hold an open house for students interested in Westwood as well as our Cambridge and our GAPS program. Parents and students have opportunities to ask questions, see our program highlights, and meet teachers. There is shadowing available for incoming students. We hold transition meetings for Special Education students before they enter the 6th grade. The school counselors meet with all the elementary schools to discuss any specific needs of the incoming students. There is a 6th Grade orientation in May and a Meet the Teacher event in August. When students arrive for the school year, there is a special 6th grade assembly, and they receive classroom guidance during the first month of school to help with the adjustment. School wide, we use a one notebook system to organize and manage an increased number of classes and teachers. Teachers in sixth grade allow time to promote organizational skills.

For outgoing students, Westwood provides classroom guidance on high school options and magnet programs. There is an additional high school parent night in November. In January, the students receive the Plan for the Future guide provided by the county and a presentation on that information. Students are offered shadowing and open houses at all the high schools. Transition meetings are held for our special education students. The counselors meet in the summer with the high schools to discuss any specific needs of the outgoing students.

**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**

Westwood begins focusing on academics from day one, informing students of their need to successfully complete credits to move on to high school.

At the end of each year, students are recommended for appropriate class placement, determined by standardized test scores, prior class completion, levels of ability, and staff recommendations. In addition, supplemental classes or tutoring are offered for students who are struggling with academic success. There is the opportunity for students to work on credit retrieval through CROP in the Spring

and Summer. The students also have the option to take virtual e-School courses during their elective period to retrieve credits in which they may be deficient.

In 8th grade, all students participate in and complete a course called College and Career Planning. The counselors meet monthly to present and explore topics such as personality inventories, career choices, high school magnet programs, and high school graduation standards. Emphasis is placed on individualized choices, based on personality types and academic prowess. An individual 4-year plan is formulated for each student, focusing on specific coursework to help them in their future endeavors.

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

Through our year-long computer program course, students have the opportunity to earn industry certification in Microsoft products.

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

Strategies for improving student readiness for the public post-secondary level include incorporating higher-level learning into the curriculum, encouraging students to take more rigorous coursework through our Cambridge, Gifted, and GAPS (Gateway to Advanced Placement Success) programs, and integrating standardized test-taking strategies into daily instruction. School-wide, Westwood uses Cornell Notes and a single binder to increase organization along with a focus on study skills.

The G.A.P.S. program's main thrust is to provide a boost to those students who could potentially be successful in advanced placement classes. The program provides an extra support class as the students' elective coursework as well as some integrated school-wide initiatives such as Cornell Notes and a single binder for organizational purposes. Students have opportunities to explore a monthly career option through a guest speaker, tour local as well as other state Universities and colleges, and showcase their learning in two evening events during the school year.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## 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.** Increase use of high yield instructional strategies that increase students' abilities to process and retain concepts and standards into long-term storage and retrieval. This will be indicated by classroom snapshots that will be totaled for the year. A target goal is that 75% of the teachers (as observed in snapshots/walk-through's) will use high-yield strategies.
- G2.** Students will gain greater access to advanced learning opportunities through industry certifications as well as increased numbers of students registered for advanced placement courses in an effort to be college-ready. The latter will be determined by numbers of students registered in those courses.
- G3.** Increasing the mathematics scores of Westwood's students with emphasis on the lowest quartile by a minimum of 10 percent.
- G4.** Students will increase the ELA scores by 10% with greater efficiency in supporting writing with textual evidence.

## 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.** Increase use of high yield instructional strategies that increase students' abilities to process and retain concepts and standards into long-term storage and retrieval. This will be indicated by classroom snapshots that will be totaled for the year. A target goal is that 75% of the teachers (as observed in snapshots/walk-through's) will use high-yield strategies. 1a

G073610

**Targets Supported** 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	75.0

**Resources Available to Support the Goal** 2

- Training for administrators and instructional leaders with Mark Rowlewski.
- Time in faculty meetings to focus on using high yield strategies - to model and train.
- Dedicated time in Instructional Focus (department level) meetings to focus on incorporating high-yield strategies into curriculum.
- Expectation of appraisal/observation indicators that teachers use these strategies to increase students success rates on EOC exams and other testing (such as AIMS).

**Targeted Barriers to Achieving the Goal** 3

- Teachers awareness of high yield strategies.

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

Observation of 75% usage rate of high-yield strategies during classroom walk-through's.

**Person Responsible**

Ginger Stanford

**Schedule**

On 6/9/2016

**Evidence of Completion**

Tallying of high-yield strategies as observed during classroom walk-through's.

**G2.** Students will gain greater access to advanced learning opportunities through industry certifications as well as increased numbers of students registered for advanced placement courses in an effort to be college-ready. The latter will be determined by numbers of students registered in those courses. 1a

G073611

**Targets Supported** 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	25.0

**Resources Available to Support the Goal** 2

- SAC monies for tutoring. Scheduling ability to create G.A.P.S. (Gateway to Advanced Placement Success) classes as an elective, in-kind donations from local businesses for supplies, teachers and teacher-training.

**Targeted Barriers to Achieving the Goal** 3

- Scheduling issues
- Resources for the program

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

The number of students in the G.A.P.S. program as well as technology and science STEM classes.

**Person Responsible**

Ginger Stanford

**Schedule**

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

**Evidence of Completion**

The number of students in the G.A.P.S. program as well as technology and science STEM classes.

**G3. Increasing the mathematics scores of Westwood's students with emphasis on the lowest quartile by a minimum of 10 percent.** 1a

G073612

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	58.7

**Resources Available to Support the Goal** 2

- Walk-through's to ensure teachers are planning highly effective lessons and provide feedback to teachers. Provide follow up to use of effective instructional strategies (Marzano, Kagan, CRIS). Use of explicit instruction, slow release/scaffolding use of higher-order questioning. New subject-centered teaming.
- Department level planning and data chats that focus teachers to plan and teach toward the appropriate depth of knowledge for each benchmark and increase students' opportunities to have review, reteach and enrichment opportunities as appropriate.
- Instructional leaders who meets with district-wide teachers and staff to share knowledge with the teachers about AIMS testing, teaching techniques to improve achievement and gain knowledge from other schools in effective strategies for supporting struggling students and difficult benchmarks.

**Targeted Barriers to Achieving the Goal** 3

- Target students ride the bus home, so they can't participate in after school tutoring. Target students ride the bus to school, and it arrives late, precluding them from participating in before school tutoring.

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

Increasing mathematics scores of Westwood's lowest quartile by 10%.

**Person Responsible**

Ginger Stanford

**Schedule**

Monthly, from 9/15/2015 to 6/9/2016

**Evidence of Completion**

Benchmark assessments and mini-assessments

**G4.** Students will increase the ELA scores by 10% with greater efficiency in supporting writing with textual evidence. 1a

G073613

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	59.0

**Resources Available to Support the Goal** 2

- CREATE and school improvement dollars to provide text-based writing training, using FSA released information through the District ELA teacher supervisor, Time allocated to Instructional Focus (departmental) planning for text-based writing multiple times per month, Use and support of district ELA Teacher Supervisor, writing-based rubric analysis training to create commonality in the scoring process, especially in AIMS testing. Using Instructional Focus departmental time throughout the year, the ELA department will work on a school-wide writing plan to increase students' understanding and mastery of the writing process.

**Targeted Barriers to Achieving the Goal** 3

- Limited resources available for writing.

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

Students ELA scores with increase by 10%.

**Person Responsible**

Ginger Stanford

**Schedule**

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

**Evidence of Completion**

Monitoring of quarterly AIMS assessment for E/LA.



## 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.** Increase use of high yield instructional strategies that increase students' abilities to process and retain concepts and standards into long-term storage and retrieval. This will be indicated by classroom snapshots that will be totaled for the year. A target goal is that 75% of the teachers (as observed in snapshots/walk-through's) will use high-yield strategies. **1**

 **G073610**

**G1.B1** Teachers awareness of high yield strategies. **2**

 **B192238**

**G1.B1.S1** Use faculty meetings to model high yield strategies that teachers can use in the classroom.

**4**

 **S203678**

### Strategy Rationale

Providing opportunities to model how these strategies benefit brain function and the students' abilities to retrieve and process information will help teachers understand the benefits of these strategies within their own teaching.

### Action Step 1 **5**

Using the gradual release model, teachers will be trained to use high yield strategies in their classrooms through faculty meetings - by incorporating training, modeling, and practice. Teachers will use these strategies in small groups and share the research and benefits to these approaches.

### Person Responsible

Ginger Stanford

### Schedule

Monthly, from 9/14/2015 to 6/6/2016

### Evidence of Completion

Administration, instructional leaders, department chairs

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

Monitor the teaching of high-yield strategies to staff.

**Person Responsible**

Bruce Johnson

**Schedule**

Monthly, from 9/14/2015 to 6/9/2016

***Evidence of Completion***

The sign-in sheets for faculty meetings and snapshot indicators monthly.

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

The snapshots will indicate the usage of high yield strategies in classroom. They will be monitored to ensure usage and to help administrators determine additional supports and resources for teachers throughout the year.

**Person Responsible**

Bruce Johnson

**Schedule**

Monthly, from 9/7/2015 to 6/9/2016


***Evidence of Completion***

The snapshot will provide evidence of the high yield strategies.

**G2.** Students will gain greater access to advanced learning opportunities through industry certifications as well as increased numbers of students registered for advanced placement courses in an effort to be college-ready. The latter will be determined by numbers of students registered in those courses. 1

 G073611

**G2.B2** Scheduling issues 2

 B192242

**G2.B2.S1** Create elective coursework to facilitate the G.A.P.S. program 4

 S203680

**Strategy Rationale**

The G.A.P.S. program is Westwood's attempt to open the door for more advanced placement classes and (ultimately) college-readiness.

**Action Step 1** 5

Examination of the schedule to see if the G.A.P.S. program is feasible.

**Person Responsible**

Ginger Stanford

**Schedule**

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

**Evidence of Completion**

Student/Parent-interest as well as the effect on other class loads

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

An application procedure to gauge interest as well as use of the Infinite Campus scheduler to gauge effects on other class loads.

**Person Responsible**

Ginger Stanford

**Schedule**

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

**Evidence of Completion**

Results of application procedure as well as the reports generated from the Infinite Campus scheduler.

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

Monitoring of G.A.P.S. program

### Person Responsible

Ginger Stanford

### Schedule

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


### Evidence of Completion

Data revealing student mobility in and out of the G.A.P.S. program as well as the student load in other elective courses.

## G2.B3 Resources for the program 2

 B192243

### G2.B3.S1 Seek SAC approval for expenditures of funds for tutoring element of the G.A.P.S. program. 4

 S203681

### Strategy Rationale

Tutors are a vital part of the Socratic seminar approach of the G.A.P.S. program

## Action Step 1 5

Seeking of SAC dollars for Westwood's G.A.P.S. tutoring program

### Person Responsible

James Ten Bieg

### Schedule

On 6/9/2016

### Evidence of Completion

Successful securing of funding for the program.

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

Seeking of SAC dollars during August SAC meeting

**Person Responsible**

James Ten Bieg

**Schedule**

On 6/9/2016

**Evidence of Completion**

Amount Secured.

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

Number of students involved in the G.A.P.S. program, advanced coursework, and/or STEM coursework.

**Person Responsible**

Ginger Stanford


**Schedule**

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

**Evidence of Completion**

Number of students involved in the G.A.P.S. program, advanced coursework, and/or STEM coursework.

**G2.B3.S2** Seek community help to secure the binder necessary for a school-wide initiative. 4

 S203682

**Strategy Rationale**

The one binder for all subjects initiative is a large element of the G.A.P.S. program, which should help with organization.

**Action Step 1** 5

Attempting to secure funds and/or in-kind donations to begin a school wide binder initiative. Partnership with Tools-For-Schools.

**Person Responsible**

Bruce Johnson

**Schedule**

Monthly, from 7/1/2014 to 6/4/2015

***Evidence of Completion***

Acquisition of funds and/or binders.

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Attempting to secure funds and/or in-kind donations to begin a school wide binder initiative.

**Person Responsible**

Bruce Johnson

**Schedule**

Daily, from 7/1/2014 to 8/4/2014

***Evidence of Completion***

Acquisition of funds and/or binders.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Acquisition will be monitored daily until goal of 1,100 is reached.

**Person Responsible**

Bruce Johnson

**Schedule**

Daily, from 7/1/2014 to 8/11/2014

**Evidence of Completion**

Acquisition of funds and/or binders.

**G3.** Increasing the mathematics scores of Westwood's students with emphasis on the lowest quartile by a minimum of 10 percent. 1

 G073612

**G3.B1** Target students ride the bus home, so they can't participate in after school tutoring. Target students ride the bus to school, and it arrives late, precluding them from participating in before school tutoring. 2

 B192245

**G3.B1.S1** Partnering with the EDEP afterschool program and additional afterschool tutoring to provide math tutoring. 4

 S203683

**Strategy Rationale**

Increase instructional time for math support to reteach and review.

**Action Step 1** 5

Partnering with the EDEP afterschool program and offer additional tutoring 3 days a week to increase math scores/ability.

**Person Responsible**

James Ten Bieg

**Schedule**

Weekly, from 1/5/2016 to 4/15/2016

**Evidence of Completion**

Benchmark assessments- AIMS testing, mini-assessments.

### Action Step 2 5

Creating a Critical thinking class to increase opportunities for selected 6th grade students to have in school additional math support and instruction.

**Person Responsible**

Ginger Stanford

**Schedule**

Daily, from 9/15/2015 to 6/9/2016

**Evidence of Completion**

AIMS testing, increase in targeted areas on FSA between 5th and 6th grade scores.

### Action Step 3 5

Offering in school tutoring for small groups of students during their elective class to increase reteaching and review of math skills.

**Person Responsible**

James Ten Bieg

**Schedule**

Weekly, from 1/19/2016 to 4/15/2016

**Evidence of Completion**

Benchmark assessments- AIMS testing, mini-assessments.

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

Creating and finding curriculum to support FSA style questions to increase students practice in targeted benchmark areas.

**Person Responsible**

Ginger Stanford

**Schedule**

On 12/11/2015

**Evidence of Completion**

AIMS assessment, mini assessment, pre and post test for students in program.



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

Creating and finding curriculum to support FSA style questions to increase students practice in targeted benchmark areas.

**Person Responsible**

Ginger Stanford

**Schedule**

On 6/9/2016

**Evidence of Completion**

AIMS assessment, mini assessment, pre and post test for students in program.

**G4.** Students will increase the ELA scores by 10% with greater efficiency in supporting writing with textual evidence. 1

 G073613

**G4.B2** Limited resources available for writing. 2

 B192250

**G4.B2.S1** Use of FSA materials that have develop scope and sequence. 4

 S203688

**Strategy Rationale**

Provides for uniform instruction.

**Action Step 1** 5

Training on text-based writing using FSA materials and rubrics for writing.

**Person Responsible**

Barbara McGraw

**Schedule**

Triannually, from 9/29/2015 to 1/25/2016

**Evidence of Completion**

In Instructional Focus the teachers will

## Action Step 2 5

Development of Westwood writing plan that develops a school-wide common language for teaching text-based writing and the key components necessary in the scoring rubric.

### **Person Responsible**

Terri Blakeslee

### **Schedule**

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

### **Evidence of Completion**

School-wide writing plan and students increased mastery of key concepts in writing rubric as evident in AIMS assessment.

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

ELA teachers will develop common writing language to increase students' mastery of writing concepts as assessed in FSA rubrics.

### **Person Responsible**

Ginger Stanford

### **Schedule**

Quarterly, from 10/19/2015 to 6/9/2016

### **Evidence of Completion**

Students' AIMS scores in Writing assessments

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

ELA teachers will develop school-wide common language for writing key concepts.

### **Person Responsible**

Terri Blakeslee

### **Schedule**

Monthly, from 10/6/2015 to 6/9/2016

### **Evidence of Completion**

Feedback in monthly instructional focus meetings with ELA and social studies teachers.

**G4.B2.S2** Creating opportunities for Instructional Focus department level meetings that will increase common language development. 4

 S203689

### Strategy Rationale

While grade-level teaming facilitates logistic concerns, subject-centered teaming encourages an academic focus and allows the instructional leaders to share their expertise in which they have been trained..

### Action Step 1 5

Creating opportunities for Instructional Focus department level meetings that will increase common language development.

#### Person Responsible

Ginger Stanford

#### Schedule

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

#### Evidence of Completion

Successful implementation of meetings

### Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Creating opportunities for Instructional Focus department level meetings that will increase common language development.

#### Person Responsible

#### Schedule

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

#### Evidence of Completion

Creating opportunities for Instructional Focus department level meetings that will increase common language development.

**Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7**

The ultimate goal is to increase E/LA scores by 10%.

**Person Responsible**

Ginger Stanford

**Schedule**

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

**Evidence of Completion**

Westwood's FSA scores

**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	Using the gradual release model, teachers will be trained to use high yield strategies in their classrooms through faculty meetings - by incorporating training, modeling, and practice. Teachers will use these strategies in small groups and share the research and benefits to these approaches.	Stanford, Ginger	9/14/2015	Administration, instructional leaders, department chairs	6/6/2016 monthly
G2.B2.S1.A1	Examination of the schedule to see if the G.A.P.S. program is feasible.	Stanford, Ginger	8/24/2015	Student/Parent-interest as well as the effect on other class loads	6/9/2016 daily
G2.B3.S1.A1	Seeking of SAC dollars for Westwood's G.A.P.S. tutoring program	Ten Bieg, James	8/24/2015	Successful securing of funding for the program.	6/9/2016 one-time
G2.B3.S2.A1	Attempting to secure funds and/or in-kind donations to begin a school wide binder initiative. Partnership with Tools-For-Schools.	Johnson, Bruce	7/1/2014	Acquisition of funds and/or binders.	6/4/2015 monthly
G3.B1.S1.A1	Partnering with the EDEP afterschool program and offer additional tutoring 3 days a week to increase math scores/ability.	Ten Bieg, James	1/5/2016	Benchmark assessments- AIMS testing, mini-assessments.	4/15/2016 weekly
G4.B2.S1.A1	Training on text-based writing using FSA materials and rubrics for writing.	McGraw, Barbara	9/29/2015	In Instructional Focus the teachers will	1/25/2016 triannually
G4.B2.S2.A1	Creating opportunities for Instructional Focus department level meetings that will increase common language development.	Stanford, Ginger	8/24/2015	Successful implementation of meetings	6/9/2016 monthly
G3.B1.S1.A2	Creating a Critical thinking class to increase opportunities for selected 6th grade students to have in school additional math support and instruction.	Stanford, Ginger	9/15/2015	AIMS testing, increase in targeted areas on FSA between 5th and 6th grade scores.	6/9/2016 daily
G4.B2.S1.A2	Development of Westwood writing plan that develops a school-wide common language for teaching text-based writing and the key components necessary in the scoring rubric.	Blakeslee, Terri	9/8/2015	School-wide writing plan and students increased mastery of key concepts in writing rubric as evident in AIMS assessment.	6/6/2016 monthly
G3.B1.S1.A3	Offering in school tutoring for small groups of students during their elective	Ten Bieg, James	1/19/2016	Benchmark assessments- AIMS testing, mini-assessments.	4/15/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	class to increase reteaching and review of math skills.				
G1.MA1	Observation of 75% usage rate of high-yield strategies during classroom walk-through's.	Stanford, Ginger	9/14/2015	Tallying of high-yield strategies as observed during classroom walk-through's.	6/9/2016 one-time
G1.B1.S1.MA1	The snapshots will indicate the usage of high yield strategies in classroom. They will be monitored to ensure usage and to help administrators determine additional supports and resources for teachers throughout the year.	Johnson, Bruce	9/7/2015	The snapshot will provide evidence of the high yield strategies.	6/9/2016 monthly
G1.B1.S1.MA1	Monitor the teaching of high-yield strategies to staff.	Johnson, Bruce	9/14/2015	The sign-in sheets for faculty meetings and snapshot indicators monthly.	6/9/2016 monthly
G2.MA1	The number of students in the G.A.P.S. program as well as technology and science STEM classes.	Stanford, Ginger	8/24/2015	The number of students in the G.A.P.S. program as well as technology and science STEM classes.	6/9/2016 monthly
G2.B2.S1.MA1	Monitoring of G.A.P.S. program	Stanford, Ginger	8/24/2015	Data revealing student mobility in and out of the G.A.P.S. program as well as the student load in other elective courses.	6/9/2016 monthly
G2.B2.S1.MA1	An application procedure to gauge interest as well as use of the Infinite Campus scheduler to gauge effects on other class loads.	Stanford, Ginger	8/24/2015	Results of application procedure as well as the reports generated from the Infinite Campus scheduler.	6/9/2016 daily
G2.B3.S1.MA1	Number of students involved in the G.A.P.S. program, advanced coursework, and/or STEM coursework.	Stanford, Ginger	8/24/2015	Number of students involved in the G.A.P.S. program, advanced coursework, and/or STEM coursework.	6/9/2016 semiannually
G2.B3.S1.MA1	Seeking of SAC dollars during August SAC meeting	Ten Bieg, James	8/24/2015	Amount Secured.	6/9/2016 one-time
G2.B3.S2.MA1	Acquisition will be monitored daily until goal of 1,100 is reached.	Johnson, Bruce	7/1/2014	Acquisition of funds and/or binders.	8/11/2014 daily
G2.B3.S2.MA1	Attempting to secure funds and/or in-kind donations to begin a school wide binder initiative.	Johnson, Bruce	7/1/2014	Acquisition of funds and/or binders.	8/4/2014 daily
G3.MA1	Increasing mathematics scores of Westwood's lowest quartile by 10%.	Stanford, Ginger	9/15/2015	Benchmark assessments and mini-assessments	6/9/2016 monthly
G3.B1.S1.MA1	Creating and finding curriculum to support FSA style questions to increase students practice in targeted benchmark areas.	Stanford, Ginger	1/5/2016	AIMS assessment, mini assessment, pre and post test for students in program.	6/9/2016 one-time
G3.B1.S1.MA1	Creating and finding curriculum to support FSA style questions to increase students practice in targeted benchmark areas.	Stanford, Ginger	10/19/2015	AIMS assessment, mini assessment, pre and post test for students in program.	12/11/2015 one-time
G4.MA1	Students ELA scores with increase by 10%.	Stanford, Ginger	8/24/2015	Monitoring of quarterly AIMS assessment for E/LA.	6/9/2016 monthly
G4.B2.S1.MA1	ELA teachers will develop school-wide common language for writing key concepts.	Blakeslee, Terri	10/6/2015	Feedback in monthly instructional focus meetings with ELA and social studies teachers.	6/9/2016 monthly
G4.B2.S1.MA1	ELA teachers will develop common writing language to increase students' mastery of writing concepts as assessed in FSA rubrics.	Stanford, Ginger	10/19/2015	Students' AIMS scores in Writing assessments	6/9/2016 quarterly
G4.B2.S2.MA1	The ultimate goal is to increase E/LA scores by 10%.	Stanford, Ginger	8/24/2015	Westwood's FSA scores	6/9/2016 monthly
G4.B2.S2.MA1	Creating opportunities for Instructional Focus department level meetings that will increase common language development.		8/24/2015	Creating opportunities for Instructional Focus department level meetings that will increase common language development.	6/9/2016 monthly

## 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.** Increase use of high yield instructional strategies that increase students' abilities to process and retain concepts and standards into long-term storage and retrieval. This will be indicated by classroom snapshots that will be totaled for the year. A target goal is that 75% of the teachers (as observed in snapshots/walk-through's) will use high-yield strategies.

**G1.B1** Teachers awareness of high yield strategies.

**G1.B1.S1** Use faculty meetings to model high yield strategies that teachers can use in the classroom.

### PD Opportunity 1

Using the gradual release model, teachers will be trained to use high yield strategies in their classrooms through faculty meetings - by incorporating training, modeling, and practice. Teachers will use these strategies in small groups and share the research and benefits to these approaches.

#### Facilitator

Ginger Stanford

#### Participants

All teachers

#### Schedule

Monthly, from 9/14/2015 to 6/6/2016

**G4.** Students will increase the ELA scores by 10% with greater efficiency in supporting writing with textual evidence.

**G4.B2** Limited resources available for writing.

**G4.B2.S1** Use of FSA materials that have develop scope and sequence.

### PD Opportunity 1

Training on text-based writing using FSA materials and rubrics for writing.

#### Facilitator

Melissa Pratto/Ginger Stanford

#### Participants

ELA teachers and social studies teachers

#### Schedule

Triannually, from 9/29/2015 to 1/25/2016

## **PD Opportunity 2**

Development of Westwood writing plan that develops a school-wide common language for teaching text-based writing and the key components necessary in the scoring rubric.

### **Facilitator**

Terri Blakeslee & Barbara McGraw/Ginger Stanford

### **Participants**

E/LA and social studies instructors

### **Schedule**

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



## 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	Using the gradual release model, teachers will be trained to use high yield strategies in their classrooms through faculty meetings - by incorporating training, modeling, and practice. Teachers will use these strategies in small groups and share the research and benefits to these approaches.				\$0.00
2	G2.B2.S1.A1	Examination of the schedule to see if the G.A.P.S. program is feasible.				\$0.00
3	G2.B3.S1.A1	Seeking of SAC dollars for Westwood's G.A.P.S. tutoring program				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5900	750-Other Personal Services	0141 - Westwood Middle School	School Improvement Funds		\$17,000.00
			Notes: Not to exceed \$17,000.			
4	G2.B3.S2.A1	Attempting to secure funds and/or in-kind donations to begin a school wide binder initiative. Partnership with Tools-For-Schools.				\$0.00
5	G3.B1.S1.A1	Partnering with the EDEP afterschool program and offer additional tutoring 3 days a week to increase math scores/ability.				\$0.00
6	G3.B1.S1.A2	Creating a Critical thinking class to increase opportunities for selected 6th grade students to have in school additional math support and instruction.				\$0.00
7	G3.B1.S1.A3	Offering in school tutoring for small groups of students during their elective class to increase reteaching and review of math skills.				\$9,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0141 - Westwood Middle School	Other		\$9,200.00
			Notes: Funding source to come from involvement in a research study (\$10 per student to complete a test).			
8	G4.B2.S1.A1	Training on text-based writing using FSA materials and rubrics for writing.				\$1,968.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	750-Other Personal Services	0141 - Westwood Middle School	Other		\$1,373.00
			Notes: CREATE funds			
	5100	750-Other Personal Services	0141 - Westwood Middle School	School Improvement Funds		\$595.00

Budget Data						
9	G4.B2.S1.A2	Development of Westwood writing plan that develops a school-wide common language for teaching text-based writing and the key components necessary in the scoring rubric.				\$176.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	520-Textbooks	0141 - Westwood Middle School			\$176.00
			Notes: Common Core E/LA curriculum materials.			
10	G4.B2.S2.A1	Creating opportunities for Instructional Focus department level meetings that will increase common language development.				\$0.00
Total:						\$28,344.00