

The School District of Palm Beach County

Woodlands Middle School



2015-16 School Improvement Plan

Woodlands Middle School

5200 LYONS RD, Lake Worth, FL 33467

www.edline.net/pages/woodlands_middle_school

School Demographics

School Type

Middle

2014-15 Title I School

No

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

57%

Alternative/ESE Center

No

Charter School

No

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

59%

School Grades History

Year
Grade

2014-15
A*

2013-14
B

2012-13
B

2011-12
A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Woodlands Middle School Community is committed to maintaining a safe, educational environment where all students excel and become literate, ethical, and self-motivated individuals.

Provide the school's vision statement

The Woodlands Community believes in the total growth of students during the transitional period between elementary and high school. We are firm believers in achieving proficiency in basic academic skills and providing a strong fundamental foundation upon which more complex skills will be built. In addition to a sound academic foundation the school strives to develop, within the student, skills for decision making and problem solving, which are vital to survival in this ever-changing world in which we live. The education of a student and process of teaching him or her how to survive and be a productive member of society are tremendous responsibilities. We know that this can be accomplished only with the school, the home and the community working hand-in hand towards the total fulfillment of the student. We pledge ourselves to the very best we can to prepare our students for the challenges of the twenty-first century.

School Environment

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

FY15 the Woodlands staff continued with the FY14 focus that was developed working with the K12 Curriculum for African American, Latino and Gender Studies Department. At faculty meetings and through Professional Development we worked to learn about our student population and how to best meet their needs. Creating a Single School Culture is an ongoing process with the diversity of our students. Through Professional Development with faculty we continue to support the P.R.I.D.E. matrix for our Positive Behavior Support program. The program offers students an opportunity to be praised and rewarded by teachers for following school procedures. Our school will also infuse the required curriculum content as per Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b). Holocaust History is covered in 7th grade Language Arts (May). The History of Africans and African Americans (February), Hispanic Contributions (September), Woman's Contributions (March), and Sacrifices of Veterans (November) is covered and addressed in all content areas and all grade levels.

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

Prior to the start of school and after school there are a variety of clubs and activities for students to become involved with. This gives the students opportunities to spend non-academic time with faculty and staff which builds relationships. Additionally in the morning students are supervised by teachers in the cafeteria, the courtyard, and on basketball court. During the day all teachers monitor the transition of students from class to class. At dismissal teachers are assigned to cover all areas of student departure, the bus loop, the bike racks, car line, and the exit gates for walkers. After dismissal there is the After School program run and staffed by the teachers. Having this constant supervision over the students ensures that the environment of the school is safe and respectful.

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

P.R.I.D.E. is Woodlands' Positive Behavior Support program. In the classroom students are expected to have a Positive attitude by positively interacting with others, show Respect by thinking before they speak, show Integrity by doing their own work, have Dedication by being prepared for class, and show Excellence by attending class daily and completing assignments. If students are not demonstrating these behaviors then teachers are to follow the a specific set of protocols that are universally used in all areas. Upon the first violation, students are to be verbally addressed and instructed on the proper procedures for their infraction. Then the teacher is to document this on a Corrective Behavior Intervention Report in the Verbal Counseling Verification section. Upon the second violation, students are to be verbally addressed and instructed on the proper procedures for their infraction and a parent is to be contacted. Then the teacher is to document this on the Intervention Report that was started for that student in the Written Counseling Verification section. Upon the third violation, students are to be verbally addressed and instructed on the proper procedures for their infraction and a parent is contacted. Then the teacher is to fill out the last section of that student's Intervention Report in the Second Counseling Verification section. Any violations by this student after that will result in a referral to be completed by the teacher with the Corrective Behavior Intervention Report attached. All teachers were trained on the use of the documents, when and how to apply interventions, and that all rules are to be followed at all times and in all areas of the campus during the Professional Development sessions prior to the start of school.

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

School Based Team meets weekly to discuss students with barriers to academic and social success. Once a student is identified by SBT as needing social-emotional support, they receive counseling through Guidance, are assigned a mentor, and will be monitored with Check-in/Check-out procedures to ensure that they are receiving positive adult interactions and feedback throughout the day.

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

Woodlands utilizes the Educational Data Warehouse (EDW) and Performance Matters to identify students who have attendance, behavioral or academic concerns. Teachers are given guidelines on how and when to recommend a student to the School Based Team. Data driven decisions are made by the School Based Team once a student has been identified as having one of the early warning indicators.

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	7	10	19	36
One or more suspensions	77	64	78	219
Course failure in ELA or Math	43	84	52	179
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	32	39	40	111

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

When a student has been identified as exhibiting two or more of the early warning indicators, we begin by reaching out to parents. Planned discussions occur with School Based Team and are shared with the teachers. The child will receive a goal and a partner to help monitor their progress. To achieve their goals we use a variety of resources like Read 180, Reading Plus, and Tutorials.

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

The parental involvement target is to have 60 percent of families involved in a positive way in the school more than once during the year. Some examples would include, but are not limited to: Mustang PRIDE Night (Open House), Science Fair Night, Book Fair, Band Concerts, Annual Color Run, Chorus and Drama Productions. Parents can receive information regarding events and opportunities to be involved with the Woodlands Community through the Edline page, periodic call outs, and on social media.

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

Woodlands' PTSO and SAC work with the local community and businesses to build and sustain partnerships with the school. Through these partnerships we are able to obtain valuable resources and funds that support our school and bolster student achievement. The PTSO is able to offer teacher grants with the funds they raise in partnership with the community. The grants are used by teachers to

purchase technology, provide vital supplies for student success, and provide student learning opportunities through special programs.

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
Eassa, Jeffrey	Principal
Gamez, Rigo	Assistant Principal
Simmonds, Janina	Assistant Principal
Hughes, Junnell	Teacher, K-12
Trakis, Julia	Guidance Counselor

Duties

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

The principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place,
- a process to address and monitor subsequent needs is created,
- problem solving team (SBT) is assisting with academic & behavioral interventions,
- assessment of RtI skills of school staff is conducted,
- fidelity of implementation of intervention support is documented,
- adequate professional development to support the RtI framework is provided,
- effective communication with parents regarding SBT and RtI intervention plans and activity occurs.

The RtI facilitator:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions where available, and offers professional development and technical assistance.

The assistant principal:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, and offers technical assistance.

The ESE/ELL contact:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions where available, and offers professional development and technical assistance to classroom teachers.

The School Psychologist and SLP:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, and offers technical assistance.

The guidance staff:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions where available, and offers professional development and technical assistance to classroom teachers.

Members of the SBT meet with SAC and help edit the SIP based on the previous years data, information on core, curricular targets are discussed, and attention is focused on deficient areas.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School-based MTSS/Rtl Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. The SBT uses the Problem Solving Model* to conduct all meetings. Based on the data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, Rtl/Inclusion Facilitator, guidance counselor) and this individual reports on all data collected at future meetings.

*Problem Solving Model

The four steps of the Problem Solving Model are:

- 1.) Problem Identification entails identifying the problem and the desired behavior for the student. At Woodlands we identify students by referral. The referral can come from any staff member or from the parent/guardian. We then notify the parents (if it wasn't the parent who referred the student), and we send out a check list to all of the teachers of that student.
- 2.) Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. At Woodlands we collect all of the available data on the referred student, invite the person who referred the student and discuss that student's situation at the weekly Monday meeting.
- 3.) Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. At Woodlands, during the Monday meeting, goals are set and interventions are discussed and decided on. Some of these interventions could include but are not limited to: intensive classes, read 180, schedule changes, behavior plan, youth services, hospice, mentoring and incentives.
- 4.) Evaluating is also termed Response-To-Intervention. In this step the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. At Woodlands we are consistently re-evaluating students' situations. After an intervention we ask ourselves did it help and is the gap closing. Does the child need to move to the next tier? If the interventions are proving to be ineffective we begin to look at alternative placement, or child study. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB (ESEA). Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

*Problem-Solving & Response to Intervention Project 2008

Title I Part D:

The district receives funds to support the Educational Outreach Program. Services are coordinated with the district Drop-Out Prevention programs.

Title III:

Services are provided through the district to supply ELL students with educational materials, and services needed to improve the instruction and education of these students.

Title X-Homeless:

The district Student Intervention Department provides services for homeless students per McKinney-Vento Act which eliminates barriers for a free and appropriate education to all students.

SAI:

SAI funds will be used to create an after school tutorial program.

Violence Prevention:

Single School Culture and appreciation for Multicultural diversity will be demonstrated at Woodlands Middle.

The Positive Behavior Support Program is also in place to help solidify the single school culture initiative where all students and staff participate in order to build a climate where students know the behavior expectations through Mustang P.R.I.D.E. P-positive attitude, R-respect, I-Integrity, D-dedication, and E-excellence.

Nutrition Programs:

All students are provided with free breakfast. Students who are eligible are also provided with free lunch.

CTE:

As we prepare our students for high school, our medical academy ensures that students are provided with the training and hands-on experience to be successful at the next level. We also offer the students

an elective culinary experience if they choose to follow that path into high school as well. We also offer Pre-IT academy courses as part of our curriculum credited as an elective. In FY 2016 this course will be part of our choice program.

Multicultural appreciation:

At Woodlands Middle, we host a number of events, programs and learning opportunities promoting multicultural diversity including but not limited to: field trips, intramural sports, honors societies, Heritage Week, and curriculum integration of different cultures in Language Arts classes. We also have a Multicultural club which promotes the learning and acceptance of all cultures. The purpose of the organization is to create awareness of all cultures represented at Woodlands in order to diminish the stereotypes and foster a greater understanding of all ethnic groups within the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Natalie DiFranco	Parent
Kim Curtis	Parent
Carolyn Jackson	Teacher
Cyd Alderman	Parent
Rigo Gamez	Education Support Employee
Michele Kellier	Parent
Christina Cole	Parent
Elaine Slesinski	Teacher
Pamela DePanics	Parent
Denese Kellier	Student
Janyn Robinson	Parent
Jeffrey Eassa	Principal
Kim Rivera	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

The SIP is a standing item on the monthly SAC agenda, informal modifications and updates are addressed at those times. The formal evaluation for the mid-year review of the SIP occurred in January 2015.

Development of this school improvement plan

SAC will be asked for their input/suggestions at the September 21st meeting. All suggestions will be discussed with Woodlands administration and changes will then be made. Another discussion will occur at the October 12th meeting and any other necessary changes will occur before the approval vote of the SIP that evening. Reassessment will occur at the last SAC meeting of the year which is on April 11, 2016 and future goals discussed.

Preparation of the school's annual budget and plan

The 2016 school budget was presented to SAC with suggested modifications during the April 2015 SAC meeting. Current updates were presented at the August 24, 2015 SAC meeting with any updates provided following the 11 day count at the September 21, 2015 meeting.

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

- 1.) Flag Football Equipment for the After School Program amount of 500.00
- 2.) Transportation for After School Program Incentive activity to the Miami Heat game amount of 825.00
- 3.) Fun with Science Night for Science Department amount of 500.00
- 4.) Medical Assistant Certification for Eileen Southwick amount of 127.50
- 5.) Medical Assistant Certification for Beth Dewalt amount of 127.50
- 6.) Coverage for administrative detentions amount of 945.00

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
Eassa, Jeffrey	Principal
Gamez, Rigo	Assistant Principal
Simmonds, Janina	Assistant Principal
Hughes, Junnell	Teacher, K-12
Burnett, Donna	Teacher, K-12
Eramo, Jaclyn	Teacher, K-12
Jackson, Carolyn	Teacher, K-12
Simpson, Alicia	Teacher, K-12
Withers, Linda	Teacher, K-12
Trakis, Julia	Guidance Counselor
Wensyel, Lori	Teacher, K-12
Southwick, Eileen	Teacher, Career/Technical
Robbins, Susan	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home in the process. This is a continuous process throughout the entire school year.

Public and Collaborative Teaching

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

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

Every month we meet as a group for a faculty meeting that brings us all together and unifies us for the what is to come over the next month. It is during these meetings where we are informed about how our efforts at a single school culture are paying off and learn what we can do to help each other and make the school work more efficiently. Teachers also have common planning periods with teachers of similar subject area and grade level teachers. These common plannings among like teachers was used to create Learning Teams that are used as a small group support system to meet and discuss problems, concerns, resources, unified instruction, and implementation of school goals.

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

Administration will recruit at the district and local university job fairs, as well as use referrals from reputable colleagues and district personnel. In order to retain highly effective personnel regular meetings will be held with peer and supervising personnel for new teachers, common planning will be in place for learning team meetings with the LTF, and common grade/subject teachers to corroborate, staff development opportunities will be held on PDD days, single school culture will be emphasized through PBS, and partnering will occur for teacher support.

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

The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor was chosen by subject compatibility, location and clinical education certification. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective administrator. Training will include, but is not limited to: Florida standards, classroom management, organization, lesson planning, and delivery of lessons.

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

Woodlands uses the instructional materials and texts that are provided by the School District. Teachers are encouraged to use Learning Village (now Blender) to maintain a unified pacing of the material necessary to achieve the current Florida State Standards. Each teacher was also encouraged to use FSASSESSMENTS.ORG to practice the new standards, the question presentations, and the types of deeper knowledge questions that the students will be subjected to this year. To ensure that these resources are being used the teachers will be observed by administrators in the classroom through walk-through and informal observations to ensure that the pace and scope of the standards are being met.

This is the inaugural year of our Cambridge Academy. Offered through the University of Cambridge The Cambridge Academy provides students with the opportunity to pursue a rigorous program of study based on an internationally standardized curriculum. Also what separates Cambridge academics from a traditional setting is the unique instructional model. The curriculum is delivered to the learner in an integrated cross content and spiraled method. The goal of the Cambridge program is to build a foundation for learners that will enable them to succeed in any high school program including AICE, Advanced Placement, International Baccalaureate, Honors and regular education programs. Students will develop skills to be confident, responsible, reflective, innovative and engaged learners. Students applying to the Cambridge Academy should possess successful schooling habits, habits of mind, enjoy learning and working with like-minded students and be able and willing to direct their own learning. The program was rolled out in all grade levels this year.

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

Through Diagnostic testing reports and state standardized testing scores the school is able to note students who are not meeting proficiency. Teachers are asked to target these students who fall into these non-proficient categories and use remediation strategies with them to fill the gaps that are missing from their knowledge. Some forms of remedial instruction in the classroom may include but are not limited to: Reteaching Practice, Skill Builder Activities, Peer Tutors, Help Sessions, Guided Instruction, and Alternate Assignments and Assessments.

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: 1,500

Reading Club is used to offer remedial enrichment to struggling readers after school where they utilize electronic readers.

Strategy Rationale

In participating in the Reading Club, students are getting the support of the group, the support of the mentors involved and the support of the electronic readers. There are multiple venues for the student to seek assistance and grow in their reading proficiency.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Eassa, Jeffrey, jeff.eassa@palmbeachschools.org

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

Diagnostics will be taken as directed by the district and analyzed for targeting of students. The reading standardized testing will be taken in the spring and the results will show the effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 1,500

Before and after school math tutorials will be offered to remediate and enrich targeted math students.

Strategy Rationale

Students who have been targeted as not meeting proficiency standards in math will get the opportunity to participate in before and after school tutoring sessions. In these sessions they will address their areas of weakness and be given strategies they could utilize in the classroom and in testing to increase their effectiveness.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Eassa, Jeffrey, jeff.eassa@palmbeachschools.org

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

Diagnostics will be taken as scheduled by the district and analyzed for targeting of students. The math standardized testing will be taken in the spring and the results will show the 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

Woodlands works with its feeder elementary schools to prepare them for the transition from the elementary school environment to the middle school setting. They are provided with information through guidance led programs prior to their entry into middle school to assist them and help them choose a course schedule for the next year. A group of our 6th grade teachers, one from each subject area, meets with the 5th grade teachers from these feeder schools to address curriculum and content in order to decrease incoming deficits in student knowledge. For our students who are transitioning to the local high school, Park Vista, there was also a meeting with a group of our 8th grade teachers and Park Vista members of the AICE program. In this meeting we were instructed by the high school teachers what necessary classes and preparations the students need to have taken care of in order to be successful. Students planning to attend all high schools that we are feeder schools for are also offered an opportunity to attend a meeting to discuss the options that they will have regarding academic programs and course offerings in each of those schools. Students with plans to attend a magnet program high school work separately with the individual teachers necessary to meet the requirements for that magnet program. To better support the students wishing to transition to the high school AICE programs we began offering the Cambridge Academy this year as well.

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

Woodlands Middle School holds an annual parent night for students in the career academies as well as guidance counseling for those students who are interested in joining the career preparation programs.

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

Woodlands Middle school offers many courses that can be applied to future career goals. These classes include: medical, culinary, and technology which offer an integrated learning environment designed to provide each student with the skills and training necessary to succeed in the next level of career education.

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

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Woodlands Middle School teachers use diagnostic data throughout the school year to guide instruction then the Civics EOC will increase to 77% mastery when the students are assessed.
- G2.** If Woodlands Middle School teachers use diagnostic data throughout the school year to guide instruction then the ELA Reading result will increase by 5% over the 2014/2015 results.
- G3.** If Woodlands Middle School teachers use diagnostic data throughout the school year to guide instruction then the Math result will increase by 5% over the 2014/2015 results.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Woodlands Middle School teachers use diagnostic data throughout the school year to guide instruction then the Civics EOC will increase to 77% mastery when the students are assessed. 1a

G074841

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	77.0

Resources Available to Support the Goal 2

- In class speakers
- Field trips
- Tutoring and additional support

Targeted Barriers to Achieving the Goal 3

- Implementation of the Florida Standards

Plan to Monitor Progress Toward G1. 8

Data will be collected through District Diagnostic Testing.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

EDW and Performance Matters

G2. If Woodlands Middle School teachers use diagnostic data throughout the school year to guide instruction then the ELA Reading result will increase by 5% over the 2014/2015 results. 1a

G074842

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	64.0

Resources Available to Support the Goal 2

- FSA Data
- Reading Plus
- Read 180
- Intensive Reading
- Read to Write - All Content Areas Daily
- Reading Endorsed Content Teachers
- Response to Intervention
- Middle School Course Recovery
- Content Area Literacy Training

Targeted Barriers to Achieving the Goal 3

- Implementation of Florida State Standards

Plan to Monitor Progress Toward G2. 8

Data will be collected through Reading Plus, Read 180, SRI, Benchmark Assessments, and District Diagnostic Testing.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

EDW and Performance Matters reports.

G3. If Woodlands Middle School teachers use diagnostic data throughout the school year to guide instruction then the Math result will increase by 5% over the 2014/2015 results. 1a

G074843

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	68.0

Resources Available to Support the Goal 2

- FSA Data
- K12 Support Grant
- Before and After School Tutoring
- Response to Intervention
- Middle School Course Recovery

Targeted Barriers to Achieving the Goal 3

- Implementation of the Florida State Standards.

Plan to Monitor Progress Toward G3. 8

Data will be collected through Benchmark Assessments and Winter Diagnostics.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

EDW and Performance Matters reports.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Woodlands Middle School teachers use diagnostic data throughout the school year to guide instruction then the Civics EOC will increase to 77% mastery when the students are assessed. **1**

 G074841

G1.B1 Implementation of the Florida Standards **2**

 B195472

G1.B1.S1 Professional Development to support teachers in analyzing the Diagnostic Data. **4**

 S207134

Strategy Rationale

By improving teacher understanding of the strengths and weaknesses of the students instructional strategies can be targeted.

Action Step 1 **5**

Provided targeted Professional Development

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

Attendance and Participation in the PD meeting with documented proof of implementation.

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

Learning Team Meetings are a more focused meeting groups where we will be able to accurately monitor that the implementation of the Florida State Standards is being done with fidelity.

Person Responsible

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

Learning Team Meeting agendas evidence of attendance will be collected.

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

Data from Diagnostics, USA, and FSQs will demonstrate student mastery of targeted benchmarks.

Person Responsible

Schedule

Monthly, from 8/11/2015 to 5/31/2016


Evidence of Completion

Diagnostics, USA, FSQs will be reviewed.

G2. If Woodlands Middle School teachers use diagnostic data throughout the school year to guide instruction then the ELA Reading result will increase by 5% over the 2014/2015 results. 1

 G074842

G2.B1 Implementation of Florida State Standards 2

 B195473

G2.B1.S1 Content area literacy training 4

 S207135

Strategy Rationale

Content areas other than ELA will attend PD to increase their instructional abilities to support the reading goals of Woodlands

Action Step 1 5

Science and Social Studies Teachers will attend Content Literacy Training

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

Documentation of attendance in this Professional Development will be reviewed and support for attending provided.

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

Implementation of the strategies will be monitored.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

Documentation provided for Professional Development and implementation of the strategies through lesson plans will be monitored.

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

Documentation will be collected

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

Review of lesson plans, iObservation documentation

G3. If Woodlands Middle School teachers use diagnostic data throughout the school year to guide instruction then the Math result will increase by 5% over the 2014/2015 results. 1

 G074843

G3.B1 Implementation of the Florida State Standards. 2

 B195474

G3.B1.S1 Professional Development focused on the implementation of the Florida State Standards. 4

 S207136

Strategy Rationale

While participating in the PD throughout the year we are going to address what the standards are, the depth of knowledge they need to be taught, the item specifications for the state standardized testing on the standards, and the resources we have at our disposal to meet our goals.

Action Step 1 5

Teachers will be trained on the implementation of the Florida State Standards through monthly Professional Development meetings.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

Attendance and Participation in the PD meeting.

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

Learning Team Meetings are a more focused meeting groups where we will be able to accurately monitor that the implementation of the Florida State Standards is being done with fidelity.

Person Responsible

Jeffrey Eassa

Schedule

Biweekly, from 8/11/2015 to 5/31/2016

Evidence of Completion

The teachers in each Learning Team group are of similar subject area and grade level and will be able to share strategies and resources. Each Learning Team meeting has a targeted focus of achieving success in the Florida Standards by maintaining the scope and sequence provided by District and must provide data to support that they are working towards the school goal.

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

Benchmark assessments will occur to ensure that the Professional Development and Learning Team support is working to meet the Florida State Standards.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

After the benchmark assessments occur the results will be analyzed and shared with the staff in Professional Development and then sent to the Learning Team meetings to set more targeted goals. These assessments will allow the teachers to use data to target areas of weakness in the attainment of the implementation of the Florida State Standards.

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	Provided targeted Professional Development	Eassa, Jeffrey	8/11/2015	Attendance and Participation in the PD meeting with documented proof of implementation.	5/31/2016 monthly
G2.B1.S1.A1	Science and Social Studies Teachers will attend Content Literacy Training	Eassa, Jeffrey	8/11/2015	Documentation of attendance in this Professional Development will be	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				reviewed and support for attending provided.	
G3.B1.S1.A1	Teachers will be trained on the implementation of the Florida State Standards through monthly Professional Development meetings.	Eassa, Jeffrey	8/11/2015	Attendance and Participation in the PD meeting.	5/31/2016 monthly
G1.MA1	Data will be collected through District Diagnostic Testing.	Eassa, Jeffrey	8/11/2015	EDW and Performance Matters	5/31/2016 monthly
G1.B1.S1.MA1	Data from Diagnostics, USA, and FSQs will demonstrate student mastery of targeted benchmarks.		8/11/2015	Diagnostics, USA, FSQs will be reviewed.	5/31/2016 monthly
G1.B1.S1.MA1	Learning Team Meetings are a more focused meeting groups where we will be able to accurately monitor that the implementation of the Florida State Standards is being done with fidelity.		8/11/2015	Learning Team Meeting agendas evidence of attendance will be collected.	5/31/2016 monthly
G2.MA1	Data will be collected through Reading Plus, Read 180, SRI, Benchmark Assessments, and District Diagnostic Testing.	Eassa, Jeffrey	8/11/2015	EDW and Performance Matters reports.	5/31/2016 monthly
G2.B1.S1.MA1	Documentation will be collected	Eassa, Jeffrey	8/11/2015	Review of lesson plans, iObservation documentation	5/31/2016 monthly
G2.B1.S1.MA1	Implementation of the strategies will be monitored.	Eassa, Jeffrey	8/11/2015	Documentation provided for Professional Development and implementation of the strategies through lesson plans will be monitored.	5/31/2016 monthly
G3.MA1	Data will be collected through Benchmark Assessments and Winter Diagnostics.	Eassa, Jeffrey	8/11/2015	EDW and Performance Matters reports.	5/31/2016 monthly
G3.B1.S1.MA1	Benchmark assessments will occur to ensure that the Professional Development and Learning Team support is working to meet the Florida State Standards.	Eassa, Jeffrey	8/11/2015	After the benchmark assessments occur the results will be analyzed and shared with the staff in Professional Development and then sent to the Learning Team meetings to set more targeted goals. These assessments will allow the teachers to use data to target areas of weakness in the attainment of the implementation of the Florida State Standards.	5/31/2016 monthly
G3.B1.S1.MA1	Learning Team Meetings are a more focused meeting groups where we will be able to accurately monitor that the implementation of the Florida State Standards is being done with fidelity.	Eassa, Jeffrey	8/11/2015	The teachers in each Learning Team group are of similar subject area and grade level and will be able to share strategies and resources. Each Learning Team meeting has a targeted focus of achieving success in the Florida Standards by maintaining the scope and sequence provided by District and must provide data to support that they are working towards the school goal.	5/31/2016 biweekly

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.

G3. If Woodlands Middle School teachers use diagnostic data throughout the school year to guide instruction then the Math result will increase by 5% over the 2014/2015 results.

G3.B1 Implementation of the Florida State Standards.

G3.B1.S1 Professional Development focused on the implementation of the Florida State Standards.

PD Opportunity 1

Teachers will be trained on the implementation of the Florida State Standards through monthly Professional Development meetings.

Facilitator

Jeff Eassa

Participants

All Teachers and Support Staff

Schedule

Monthly, from 8/11/2015 to 5/31/2016

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	Provided targeted Professional Development				\$0.00
2	G2.B1.S1.A1	Science and Social Studies Teachers will attend Content Literacy Training				\$0.00
3	G3.B1.S1.A1	Teachers will be trained on the implementation of the Florida State Standards through monthly Professional Development meetings.				\$6,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1921 - Woodlands Middle School	School Improvement Funds		\$6,000.00
			Notes: Cambridge Training			
			1921 - Woodlands Middle School	School Improvement Funds		\$250.00
			Notes: Certification for Medical Academy Teachers			
			1921 - Woodlands Middle School	School Improvement Funds		\$500.00
			Notes: Gifted Certifications			
					Total:	\$6,750.00