The School District of Palm Beach County

Wellington Landings Middle

2016-17 Schoolwide Improvement Plan

Wellington Landings Middle

1100 AERO CLUB DR, Wellington, FL 33414

https://wlms.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Wellington Landings Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Wellington Landings Middle School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels including but not limited to:
* History of Holocaust
* History of Africans and African Americans
* Hispanic Contributions
* Women's Contributions
* Sacrifices of Veterans
* Declaration of Independence
* Constitution of the United States and The Bill of Rights
* Federalist Papers: Republican Form of Government
* Free Enterprise U.S. Economy
* Elements of Civil Government
* History of the United States
* Principles of Agriculture
* Effects of Alcohol and Narcotics
* Florida History
* Conservation of Natural Resources
* Health Education
* Teen Dating Violence
* Character Development
To meet the requirements of the District's second Strategic Initiative to "Embed cultural competence, equity and access within instructional practices" WLMS will incorporate this content into classroom lessons where applicable and school wide activities such as assemblies and guest speakers. For example: Holocaust speakers and NOPE Presentation (Narcotics Overdose Prevention Education).

We instill an appreciation for multicultural diversity through our anti-bullying campaign; school-wide

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

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

WLMS utilizes a carefully crafted Positive Behavior Support Plan to maintain one of the safest school environments in Palm Beach County. Team members meet regularly throughout the year to review discipline data and create school-wide lessons based on the three R's - Respect, Responsibility, and Resilience. During the first two weeks of school, all teachers instruct students on WLMS behavioral expectations. Students role play and practice situations after lesson presentations and videos that instruct them on the specifics of the expectations. In addition to reviewing the rules, students learn to use their planners, and how to identify and report bullying through the following SWPBS (School Wide Positive Behavior Support) WLMS Super STARRR lessons:
* STARRR (Students and Teachers are Respectful, Responsible, and Resilient)
* Cafeteria Behavior Expectations
* Planners
* Behavioral Expectations
* Behavioral Expectations School Rules Parts 1 and 2
* Academic Expectations (cheating and plagiarism)
* Anti-Bullying Lesson including the four ways to report bullying.
* Just Be Kind Lesson
* Who's Who at Wellington Landings
These lessons are presented school wide to all students during the extended hour on each of the first nine days of school.

WLMS has also implemented an anti-bullying "Be That One" school wide program through which the students are encouraged to take a stand against bullying by helping others who may be experiencing troubles with this issue. Students can befriend and assist those in need by completing a "Be That One" form to report their own efforts or those of their peers.These students are recognized and rewarded. A school-wide lesson on this program is conducted in the first week of school to promote empathy among the students for their peers and to create an understanding of the harmful effects of bullying.

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

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

WLMS has a group of dedicated staff members who oversee and instruct in the Before and After School Programs. Students enjoy supervised activities (game room, sports, clubs, and homework assistance) from 7:30AM until 5:30PM (and later, when necessary). WLMS has one of the most

highly rated rated Before/After School Programs in Palm Beach County. Its motto is, "After School Rocks!" All school rules and dress code apply.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance is monitored by the grade level counselors. Parents of absent students are notified of an absence by phone. Parents of students who are absent five or more days each nine weeks are contacted by the grade level counselor and receive a letter notifying them of the need for a doctor's note or the requirement to sign in daily in the Student Services office. Suspensions are monitored by the grade level assistant principals, and students who need behavioral interventions are referred to the School Based Team. Students who are failing academically are referred to the School Based Team. Struggling students (in the lowest 25%) are monitored and counseled on a regular basis by an assistant principal who reviews class progress and meets with those students to set goals. A variety of staff members act as mentors for students who need individual attention. The following data was compiled from SY16.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	14	10	16	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	20	29	24	0	0	0	0	73
Course failure in ELA or Math	0	0	0	0	0	0	36	37	48	0	0	0	0	121
Level 1 on statewide assessment	0	0	0	0	0	0	43	35	39	0	0	0	0	117
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	29	27	34	0	0	0	0	90

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

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

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

In SY17, WLMS will continue to reach out to parents of our students in an attempt to strengthen the school-home relationship and to educate parents on school-wide initiatives. The principal uses the Parent Link System (call out phone delivery system) and email distribution to inform parents of upcoming events and important information. Parents are encouraged to join the School Advisory Council (SAC), the PTO and their Volunteer Program. Our families will receive monthly newsletters via email from the WLMS PTO to provide an update on current events, school functions and important information. A data base has been developed by staff members that includes parent email addresses and contact information and will be used by the PTO for newsletter distribution. The principal meets quarterly with parents who attend the "Coffee with the Principal" event sponsored by the PTO. Strategies to improve parent communication and involvement were effectively implemented during 2015-16, culminating in WLMS being recognized as a 5-STAR school.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Bennett, Blake	Principal
Fill, Timothy	Assistant Principal
Lewis, Carla	Assistant Principal
Ingersoll, Lindsay	Assistant Principal
Baldwin, Mary	Administrative Support
Herrick, Judy	School Counselor
Maher, Diane	School Counselor

b. Duties

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

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

The school-based Multi-Tiered Systems of Support (MTSS) leadership team is comprised of the

principal, assistant principals, ESE contact, guidance counselors, Speech Language Pathologist (SLP), school psychologist, and classroom teachers. Members of the school-based MTSS leadership team met with the SAC to help develop the SY17 SIP. Utilizing the previous year's data and information on the Tier 1, 2, and 3 targets, and deficit areas were discussed.
Topics for discussions include but are not limited to:
FSA, FCAT Science and EOC scores and the lowest 25%
Strengths and weaknesses of intensive classes
Mentoring, tutoring, and other pull-out services
Professional development for all stakeholders on the MTSS process

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Problem Solving Process:
1- Problem identification- identifying the problem and the desired outcome for the student.
2- Problem analysis- analyzing why the problem is occurring and collecting data to determine possible causes.
3- Intervention design and implementation- selecting or developing evidence-based interventions based on an ongoing collection of data and ensuring that it is implemented correctly.
4- Evaluations- (also known as response to intervention, RTI) Assessing the effectiveness of the response to the intervention and determining future steps. Step four in the problem solving method is arguably the most important step as it specifically looks to determine whether a student has responded positively, or not, to the intervention and supports provided. It is from this crucial step that the Response to Intervention process gets its name.

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Blake Bennett	Principal
Miguel Torregrosa	Teacher
Michael Samarel	Teacher
Joanne Kapsos	Business/Community
Anne Gerwig	Business/Community
Lisa Havell	Teacher
Daphanie Richards	Education Support Employee
Deborah Clein	Parent
Michelle Daniels	Parent
Christopher Cartegena	Teacher
Lance Nelson	Student
Kathleen Farrell	Parent
Julie Knoblauch	Parent
Sarah Clein	Student
Rozlyn Burr	Parent
Adam Winton	Parent
Ben Shields	Student
Sandra Villegas	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

On August 29, 2016, Principal Bennett showed a PowerPoint presentation of the year in review and data analysis based on the spring, 2016 FSA Math and ELA, Alg. 1 EOC, 8th grade Science FCAT and Civics EOC results. WLMS was #3 in the county for middle schools in total points and the #1 overall performing non magnet middle school. WLMS was #3 in the District in ELA proficiency, tied for #2 in Civics proficiency and #6 in Science proficiency. WLMS also tied for #1 in Algebra 1 EOC proficiency with 100% of our students passing the test and scored 5th in the county for Math proficiency. In addition, WLMS was #2 in the county for Middle School Acceleration. WLMS made significant gains, showing proficiency gains in FSA ELA (+), FSA Math (+), Civics (+) and Algebra 1 and Geometry (100%).

b. Development of this school improvement plan

Several members of the SAC provided information to develop the initial draft of the school improvement plan. The plan was provided to the SAC for approval. The SAC reviewed, revised, and voted to approve the school improvement plan. At the 8/29/16 SAC meeting, the membership discussed the targets this year which include an emphasis on the four Pillars of Effective Instruction: standards, personalized instruction, high expectations and student engagement strategies. Other target objectives also include evidence-based writing, increased rigor, analytical thinking, the use of complex text,and Professional Learning Communities (PLC's) for the purpose of unpacking the standards. We reconvened on 9/12/16 to finalize and approve the plan.

c. Preparation of the school's annual budget and plan

Any SAC funds received for FY17 will be used for teacher resources, tutoring salaries, technology, and other expenses related to student achievement and approved by the SAC.

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

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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT seeks to increase rigor so that all students will achieve proficiency and continued growth on all assessments. Students will use the acronym RACE (Restate, Answer, Cite, and Explain) as a writer's checklist across all curricular areas. Students are expected to complete daily writing assignments using this checklist. We also focus on increasing literacy through the use of school-wide literacy activities. The entire school will work on cross-curricular assignments that require students to read at least two pieces of informational text and produce a written, evidence-based, comparative analysis of the topic. Every teacher will be responsible for developing and implementing a set number of evidence-based writing lesson plans, utilizing a common grading rubric provided by the administration. These lessons will be discussed at Professional Learning Community (PLC) meetings weekly and will require students to compare, contrast and analyze complex pieces of text. Finally, the

school based LLT will ensure that students receive instruction in reading strategies such as QAR, Search and Destroy, and chunking. Students will participate in Reading Counts (with incentives), Reading Plus and school-wide vocabulary-building strategies (Gator Glossary, interactive word walls and Word Attack skills practice) across the curriculum. Enrichment opportunities such as Battle of the Books and Academic Games competitions are provided for students at the highest levels of achievement. During the summer, students are required to read a book from the Sunshine State Readers' Book List and complete a project which is presented during second week of school on August 26. Students who did not complete the project over the summer are given an alternative assignment and instructional lesson for partial credit.

D. 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).

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

Teachers have common planning and meet weekly by grade level and subject area in Professional Learning Communities (PLC's) to discuss instruction, with an emphasis on backwards design. Topics such as the grade level teams' writing initiative, data review, development of scales, intervention strategies, common assessments, and standards are routinely discussed, with an administrative staff member facilitating the discussion. Departments meet monthly to discuss these targets and meetings are also devoted to topics such as data review and instruction on effective teaching strategies with an emphasis on the Marzano principles. The Marzano principles embrace the idea that all instructional personnel are capable of improving their practice through the Art and Science of Teaching Framework encompassing 4 Domains which are Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching and Collegiality and Professionalism.

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

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

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

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

The following terms are referenced throughout this document:

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

incorporates strategies to help high achieveing students to improve as well. In addition, students who are performing at high levels 4 and 5 are provided enrichment opportunities through their classroom teachers, extra computer lab time and academic assistance available before and after school as well as extra curricular clubs such as Academic Games, SECME, Minecraft, Chess Club, Student Government Association (SGA), National Junior Honor Society (NJHS), Speech and Debate to help them to further improve and develop their skills. Parents are contacted by teachers and administration when students need to attend classes outside of the instructional day or require a schedule change to accommodate remedial activities.

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

Strategy: Extended School Day

Minutes added to school year: 29,100

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Baldwin, Mary, mary.baldwin@palmbeachschools.org

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

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

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In August, new students were invited to attend a full-day orientation during which they engaged in activities that introduced them to the layout of the campus and to WLMS academic and behavioral

expectations. While the students followed a rotating schedule showcasing nine different activities, the administrative staff addressed their parents. In the spring, the sixth grade counselor goes to the elementary feeder schools and meets with the students. Fifth graders are bused to WLMS to attend assemblies that introduce them to the opportunities offered through our Fine Arts Program. In addition, WLMS has opened a Fine Arts Academy in SY17 and it is a full Choice Program open to all county students. In late spring, new students and their parents are invited to attend an evening orientation where they circulate among a variety of booths manned by staff members and students who answer questions and provide informational pamphlets. Also in the spring, the eighth grade counselor meets with staff members from local magnet and feeder high schools and schedules opportunities for them to come to WLMS to share information with WLMS students and answer questions about their programs.

b. College and Career Readiness

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

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

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

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

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Based on available data over the last four years, Wellington Landings Middle School has shown consistently high levels of proficiency in math, reading, writing, and science with a minimum of 72 percent or higher showing proficiency on all Florida state standards assessments. The data indicates that proficiency levels have continually remained at high levels during this time period for each of the content areas. Based on SY16 data, WLMS has opportunities for growth in the areas of FSA math proficiency in grades 6 and 7, FSA math learning gains for the lowest 25 percent and FCAT Science proficiency.

B. 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The changeover to the FSA state standards has created a continual need to increase rigorous instruction while moving from a teacher centered classroom to a student centered classroom. This will have a direct impact on the achievement levels of the students because the FSA and EOC assessments require a deeper understanding of the content for students to be successful. Increasing the skill proficiency in math continues to be a focus of improvement with a particular emphasis on 7th grade students. The regular 7th grade math students are the only ones who take the 7th grade FSA test while the 7th Advanced students take the 8th grade FSA. This represents a challenge for WLMS to increase the percent of students proficient in 7th grade FSA math. Also, each year WLMS welcomes students from a variety of feeder schools, other counties and states, and foreign countries. Teachers must provide these students with the support they need to be successful when challenged by rigorous instruction.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

Strategic Goals Summary

G1.   If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1a

🔍 G083796

Targets Supported 1b

Indicator	Annual Target
High School Readiness	100.0
Middle School Acceleration	86.0
Math Achievement District Assessment	81.0
FSA Mathematics Achievement	81.0
Math Gains	77.0
Math Lowest 25% Gains	60.0
ELA Achievement District Assessment	80.0
FSA ELA Achievement	80.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	64.0
Civics EOC Pass	74.0
FCAT 2.0 Science Proficiency	74.0

Targeted Barriers to Achieving the Goal 3

- Limited time for remediation during the school day for students in the lowest 25% in both reading and math and for all other math students who are struggling to make learning gains.

- Some of our students may not have necessary skills in organization, close reading, critical reading skill analysis, mechanical and conventional processes, and/or vocabulary to show proficiency on the FSA ELA and LAFS writing assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- At WLMS, our resources for reading, writing, and math include but are not limited to: classroom textbooks, Read 180, Reading Plus, NY Times Upfront, DBQ's, RACE writer's checklist, PCI Reading Text for full time ESE, Support Coach reading comprehension text, ELA Content Vocabulary, Scope magazine and Flocabulary programs to meet ELA benchmarks, Close Readers, CLS (Content Literacy Strategies) Implementation, Algebra Nation, Touch Math, Math tutorial assistance and remediation during school and outside of school hours, response boards, Classroom Performance System (CPS) clickers, Mobi interwrite pads, Study Island, Civics Test Bank (FL. Edition), Geography Bee, Gateway to American Government Workbooks, professional development for Florida Standards, Professional Learning Team Department meetings, subject area common planning and Grade Level Content Area Professional Learning Community (PLC) meetings once per week minimum, grade level meetings, individual student data chats, and tutorial assistance outside school hours. Accelerated math and Spanish, Earth/Space Science course, accelerated science for 7th grade, Academic Games, SECME Club, SunBay Math program utilizing IPADS, Intensive Math classes offered for each grade level, Industry Certification Courses: Fundamentals of Web and Software Development, Emerging Technology in Business, and the Choice Academy for Information Technology, Dance classes, Drama classes, Robotics Club, Minecraft Club, computer classes, Jurassic Parts, content literacy training for all Science and Social Studies teachers, Speech and Debate, Law Studies classes, Newspaper Club, Newsela, Scholastic Scope, Ted Ed., NPR Podcast, I-QWEST, clickers, etc.

- Administrators conduct walk throughs, and formal and informal Evaluations utilizing Marzano as a staff development tool and provide teachers with constructive feedback.

- Teachers will meet with their peers and subject area administrator on a regular basis (monthly subject area PLT (Professional Learning Team meetings/Grade Level Content Area meetings) to plan rigorous instruction.

- At monthly grade level meetings, representatives from each department will report on their progress toward meeting their goal to challenge students through effective and relevant instruction and how they are supporting reading, writing, and math in their content areas.

- The Professional Development Team will provide teachers with training during Professional Development Day meetings during which teachers will explore new methods, utilize data to plan instruction, and examine their pedagogical strengths and weaknesses.

Plan to Monitor Progress Toward G1. 8

Reports and data will be disaggregated to monitor for improvement.

Person Responsible
Blake Bennett

Schedule
Annually, from 12/16/2016 to 5/26/2017

Evidence of Completion
Growth and proficiency percentage of students on FSA, EOC, FCAT, district diagnostics and benchmark assessments.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

🔑 G083796

G1.B2 Limited time for remediation during the school day for students in the lowest 25% in both reading and math and for all other math students who are struggling to make learning gains. 2

🔑 B222598

G1.B2.S1 Students will read and complete a project on at least one book. 4

🔑 S234877

Strategy Rationale

Students will be offered extra credit through language arts teachers for passing Reading Counts quizzes with the intent of increasing the skill and confidence in students.

Action Step 1 5

All students will choose a book from the Sunshine State book list and complete a book report project.

Person Responsible

Carla Lewis

Schedule

Semiannually, from 9/12/2016 to 5/26/2017

Evidence of Completion

Teacher rubrics and grades

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

Projects will be evaluated using a rubric.

> **Person Responsible**
>
> Carla Lewis
>
> **Schedule**
>
> Semiannually, from 9/12/2016 to 5/26/2017
>
> ***Evidence of Completion***
>
> Rubrics, teacher gradebooks

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

Student completion and passing rate

> **Person Responsible**
>
> Carla Lewis
>
> **Schedule**
>
> Semiannually, from 9/12/2016 to 5/26/2017
>
> ***Evidence of Completion***
>
> Teachers' gradebooks

G1.B2.S2 Targeted intervention through tutorial programs in math and reading. 4

🔑 S234878

Strategy Rationale

Reading will include a Saturday tutorial for 6 weeks. Math tutorials will be offered before and after school and as pull outs during the regular school day.

Action Step 1 5

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

Person Responsible

Timothy Fill

Schedule

Quarterly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Lesson plans, pre/post test data

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

Student achievement will be monitored through data analysis. Teachers will have the option of utilizing Unit Standards Assessments, (USA's) and Florida Standards Quizzes (FSQ's) as a tool to monitor student progress. Teachers will analyze Reading Plus and Math assessment data including pre and post assessment results, as well as diagnostic data as it becomes available. Students will be identified and placed in Intensive Math classes.

Person Responsible

Timothy Fill

Schedule

Monthly, from 9/26/2016 to 6/1/2017

Evidence of Completion

Post test data, FSA assessment data, USA and FSQ data.

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

Student progress to be monitored through assessment data. Data analysis will be conducted through PLC (Professional Learning Community) meetings.

Person Responsible

Timothy Fill

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

FSA assement data

G1.B2.S3 School wide implementation of the Reading Plus program through Language Arts classes. `4`

🔑 S234879

Strategy Rationale

Enrichment opportunities provided for students who reach mastery will engage the students and provide motivation to succeed. Incentives provided for all students to reach mastery.

Action Step 1 `5`

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

Person Responsible

Mary Baldwin

Schedule

Biweekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Data from program reports.

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

Reading Plus reports will be reviewed regularly.

Person Responsible

Mary Baldwin

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Mary Baldwin

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Reading Plus reports and grade reports.

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

🔑 B222599

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

🔑 S234880

Strategy Rationale

Action Step 1 5

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

Person Responsible

Carla Lewis

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Carla Lewis

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

student writing assignments, PBPA data

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

Student progress in written expression will be monitored through assessment results.

Person Responsible

Carla Lewis

Schedule

Annually, from 9/12/2016 to 5/26/2017

Evidence of Completion

LAFS scores

G1.B3.S2 School-wide literacy assignments. `4`

🔑 S234881

Strategy Rationale

Action Step 1 `5`

Students will be given assignments to complete on designated School Wide Literacy Days.

Person Responsible

Lois Weber

Schedule

Semiannually, from 9/12/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

A list of students and graded work will be compiled for monitoring purposes.

Person Responsible

Lois Weber

Schedule

Semiannually, from 9/12/2016 to 5/26/2017

Evidence of Completion

Student work will be collected and graded. A review of all work will be conducted to analyze the results and to make a plan for the next steps.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Assistance will be provided by support staff to effectively implement each of the lessons and to monitor for compliance.

Person Responsible

Lois Weber

Schedule

On 5/26/2017

Evidence of Completion

All student work that was graded will be recorded and data results will be shared with teachers and discussions will take place to identify areas of instructional need.

G1.B3.S3 School-wide daily implementation of the "Gator Glossary" word of the day for vocabulary enrichment through Language Arts classes. 4

🔍 S234882

Strategy Rationale

School wide vocabulary focus will increase student understanding and skill level.

Action Step 1 5

Language Arts classes will support reading vocabulary by incorporating the Gator Glossary daily lesson.

Person Responsible

Joann Berton

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Gator Glossary activity lessons, observation of word walls, student grades.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 `6`

Monitor student success with vocabulary understanding and usage through formal and informal assessments.

Person Responsible

Lois Weber

Schedule

On 5/26/2017

Evidence of Completion

Vocabulary lesson activities, student performance on diagnostic tests and class assessments, both formal and informal.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 `7`

Diagnostic data analysis.

Person Responsible

Mary Baldwin

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Progress reports and nine week grades.

G1.B3.S4 Content Literacy Strategy (CLS) Training for all Social Studies and Science teachers. 4

S234883

Strategy Rationale

Teachers trained in the Content Literacy Strategies (CLS) will infuse effective reading strategies into their content lessons and have a positive impact on student achievement.

Action Step 1 5

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

Person Responsible

Carla Lewis

Schedule

Biweekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Teacher Lesson Plans.

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Teacher lesson plans will be monitored for evidence of CLS strategies by administrator.

Person Responsible

Carla Lewis

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans and data binders.

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 `7`

Lesson plan feedback will be provided to the teachers at the end of each nine week grading period.

Person Responsible

Carla Lewis

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Lesson plan review and feedback forms will be collected and kept on file.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M307289	Reports and data will be disaggregated to monitor for improvement.	Bennett, Blake	12/16/2016	Growth and proficiency percentage of students on FSA, EOC, FCAT, district diagnostics and benchmark assessments.	5/26/2017 annually
G1.B2.S1.MA1 M307259	Student completion and passing rate	Lewis, Carla	9/12/2016	Teachers' gradebooks	5/26/2017 semiannually
G1.B2.S1.MA1 M307260	Projects will be evaluated using a rubric.	Lewis, Carla	9/12/2016	Rubrics, teacher gradebooks	5/26/2017 semiannually
G1.B2.S1.A1 A302671	All students will choose a book from the Sunshine State book list and complete a book report...	Lewis, Carla	9/12/2016	Teacher rubrics and grades	5/26/2017 semiannually
G1.B3.S1.MA1 M307265	Student progress in written expression will be monitored through assessment results.	Lewis, Carla	9/12/2016	LAFS scores	5/26/2017 annually
G1.B3.S1.MA1 M307266	Student progress in written expression and evidence-based writing will be monitored through data...	Lewis, Carla	9/12/2016	student writing assignments, PBPA data	5/26/2017 quarterly
G1.B3.S1.A1 A302674	Writing tutorial workshops will be offered before/after school, on weekends, for pull-outs, during...	Lewis, Carla	9/12/2016	lesson plans, written response data, Palm Beach Performance Assessment data	5/26/2017 quarterly
G1.B2.S2.A1 A302672	Reading and Math tutorial programs will be offered before/after school, on weekends, and as...	Fill, Timothy	8/29/2016	Lesson plans, pre/post test data	5/26/2017 quarterly
G1.B3.S2.MA1 M307267	Assistance will be provided by support staff to effectively implement each of the lessons and to...	Weber, Lois	9/12/2016	All student work that was graded will be recorded and data results will be shared with teachers and discussions will take place to identify areas of instructional need.	5/26/2017 one-time
G1.B3.S2.MA1 M307268	A list of students and graded work will be compiled for monitoring purposes.	Weber, Lois	9/12/2016	Student work will be collected and graded. A review of all work will be conducted to analyze the results and to make a plan for the next steps.	5/26/2017 semiannually
G1.B3.S2.A1 A302675	Students will be given assignments to complete on designated School Wide Literacy Days.	Weber, Lois	9/12/2016		5/26/2017 semiannually
G1.B2.S3.MA1 M307263	Teachers will collect data on task completion and mastery of skills through student portfolios.	Baldwin, Mary	9/12/2016	Reading Plus reports and grade reports.	5/26/2017 quarterly
G1.B2.S3.MA1 M307264	Reading Plus reports will be reviewed regularly.	Baldwin, Mary	9/12/2016	Reading Plus reports, Diagnostic data, FSA and EOC data.	5/26/2017 quarterly
G1.B2.S3.A1 A302673	Students will use Reading Plus, a technology-based reading program that is individualized based on...	Baldwin, Mary	9/12/2016	Data from program reports.	5/26/2017 biweekly
G1.B3.S3.MA1 M307269	Diagnostic data analysis.	Baldwin, Mary	9/26/2016	Progress reports and nine week grades.	5/26/2017 monthly
G1.B3.S3.MA1 M307270	Monitor student success with vocabulary understanding and usage through formal and informal...	Weber, Lois	9/26/2016	Vocabulary lesson activities, student performance on diagnostic tests and class assessments, both formal and informal.	5/26/2017 one-time
G1.B3.S4.A1 A302677	Social Studies and Science teachers will infuse reading strategies from their CLS training into...	Lewis, Carla	9/26/2016	Teacher Lesson Plans.	5/26/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1 M307262	Student achievement will be monitored through data analysis. Teachers will have the option of...	Fill, Timothy	9/26/2016	Post test data, FSA assessment data, USA and FSQ data.	6/1/2017 monthly
G1.B2.S2.MA1 M307261	Student progress to be monitored through assessment data. Data analysis will be conducted through...	Fill, Timothy	9/26/2016	FSA assement data	6/2/2017 monthly
G1.B3.S3.A1 A302676	Language Arts classes will support reading vocabulary by incorporating the Gator Glossary daily...	Berton, Joann	8/22/2016	Gator Glossary activity lessons, observation of word walls, student grades.	6/2/2017 weekly
G1.B3.S4.MA1 M307271	Lesson plan feedback will be provided to the teachers at the end of each nine week grading period.	Lewis, Carla	9/26/2016	Lesson plan review and feedback forms will be collected and kept on file.	6/2/2017 quarterly
G1.B3.S4.MA1 M307272	Teacher lesson plans will be monitored for evidence of CLS strategies by administrator.	Lewis, Carla	9/26/2016	Teacher lesson plans and data binders.	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

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

G1.B3.S2 School-wide literacy assignments.

PD Opportunity 1

Students will be given assignments to complete on designated School Wide Literacy Days.

Facilitator

Lois Weber

Participants

All content area teachers.

Schedule

Semiannually, from 9/12/2016 to 5/26/2017

G1.B3.S4 Content Literacy Strategy (CLS) Training for all Social Studies and Science teachers.

PD Opportunity 1

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

Facilitator

Carla Lewis

Participants

All new Social Studies and Science teachers who have not been previously trained.

Schedule

Biweekly, from 9/26/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	All students will choose a book from the Sunshine State book list and complete a book report project.				$0.00
2	G1.B2.S2.A1	Reading and Math tutorial programs will be offered before/after school, on weekends, and as pull-outs. Teachers will analyze Reading Plus and Math assessment data including pre and post assessment results, as well as diagnostic data as it becomes available. Students will be identified and placed in Intensive Math classes.				$17,400.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	1701 - Wellington Landings Middle	Other		$2,400.00
			Notes: A+ - Teachers' Salaries			
		100-Salaries	1701 - Wellington Landings Middle	Other		$15,000.00
			Notes: Grants - Teachers' Salaries			

3	G1.B2.S3.A1	Students will use Reading Plus, a technology-based reading program that is individualized based on student needs.	$0.00
4	G1.B3.S1.A1	Writing tutorial workshops will be offered before/after school, on weekends, for pull-outs, during language arts classes, and on specified PD days.	$0.00
5	G1.B3.S2.A1	Students will be given assignments to complete on designated School Wide Literacy Days.	$0.00
6	G1.B3.S3.A1	Language Arts classes will support reading vocabulary by incorporating the Gator Glossary daily lesson.	$0.00
7	G1.B3.S4.A1	Social Studies and Science teachers will infuse reading strategies from their CLS training into their content curriculum.	$0.00
		Total:	$17,400.00