

The School District of Palm Beach County

Woodlands Middle School



2016-17 Schoolwide Improvement Plan

Woodlands Middle School

5200 LYONS RD, Lake Worth, FL 33467

<https://wdms.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	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

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

**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>.

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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 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 Woodlands Middle School

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.

Woodlands Middle School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

Woodlands Middle School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

FY16 the Woodlands staff continued with a focus developed in previous academic years through 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 and staff members 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.

b. 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 at the end of the school day there are a variety of clubs and activities for students to become involved with. The Woodlands Middle School Community did alter a number of these activities based on the changes to the start and end time for the middle school day as well as changes to staff availability. These activities give the students opportunities to spend non-academic time with faculty and staff which builds relationships. We will also be offering the Woodlands Middle School Extended Learning Program before and after school this year. There will be time set aside for academics which will include opportunities for homework help, science enrichment activities, reading remediation, and math instruction. 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 administration and teachers. Having this constant supervision over the students ensures that the environment of the school is safe and respectful.

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.

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 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.

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.

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. Additionally a mentoring program was establish to work with targeted students. This program focused on the specific needs of students such as discipline, attendance, academics, or social development.

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.

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.

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	7	10	19	0	0	0	0	36	
One or more suspensions	0	0	0	0	0	0	35	35	35	0	0	0	0	105	
Course failure in ELA or Math	0	0	0	0	0	0	34	54	53	0	0	0	0	141	
Level 1 on statewide assessment	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	32	39	40	0	0	0	0	111	

c. 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 academic goals we use a variety of resources like Read 180, Reading Plus, intensive instruction, and tutorials in all content areas. To achieve their attendance and behavioral goals students are provided with opportunities for counseling, a mentor, on campus support, or outside services recommendations.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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

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, teacher communication tools, social media, and materials sent home with students.

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.

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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Eassa, Jeffrey	Principal
Gamez, Rigo	Assistant Principal
Simmonds, Janina	Assistant Principal
Vocelle, Julia	School Counselor
Anderson, Angela	Teacher, K-12
Brooks, Brian	Teacher, ESE

b. Duties

1. 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 Rtl skills of school staff is conducted,
- fidelity of implementation of intervention support is documented,
- adequate professional development to support the Rtl framework is provided,
- effective communication with parents regarding SBT and Rtl intervention plans and activity occurs.

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 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.

Teacher on Special Assignment:

-Contributes to the development of intervention plans, assists in progress monitoring, collects data, testing coordinator, Cambridge Academy Coordinator, 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.

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.

The School-based MTSS/RtI 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, RtI/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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Natalie DiFranco	Parent
Carolyn Jackson	Teacher
Michele Kellier	Parent
Christina Cole	Parent
Pamela DePanisis	Parent
Denese Kellier	Student
Jeffrey Eassa	Principal
Kim Rivera	Business/Community
Danielle Fairclough	Parent
Cloe DeFranco	Student

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

The SIP is a standing item on the monthly SAC agenda, informal modifications and updates are addressed at those times. The formal evaluation, mid-year review, of the SIP is dictated by the School Improvement Plan (SIP) Calendar which is provided by the district.

b. Development of this school improvement plan

SAC will be asked for their input/suggestions at the September 12, 2016 meeting. All suggestions will be discussed with Woodlands administration and changes will then be made. Another discussion will occur at the October 10th 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 May 8, 2017 and future goals discussed.

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

The 2017 school budget was presented to SAC with suggested modifications during the April 2016 SAC meeting. Current updates were presented at the August 22, 2016 SAC meeting with any updates provided following the 11 day count at the September 12, 2016 meeting.

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

1. Gifted Endorsement classes for Mrs. Feinberg \$250.00
2. Student Luncheon sponsored by Mr. George \$650.00
3. Transportation for above noted student Luncheon \$74.70
4. Cambridge teacher training \$5643.80
5. Linguistic Academic Games \$151.00
6. Gifted Endorsement classes for Mrs. McLeod \$250.00
7. Plickers program cards \$200.00
8. Medical Academy license renewal \$119.25 per teacher (2)
9. Gifted Endorsement for Ms. Pritchard \$250.00
10. Step Team awards dinner \$375.00

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
Eassa, Jeffrey	Principal
Gamez, Rigo	Assistant Principal
Simmonds, Janina	Assistant Principal
Burnett, Donna	Teacher, K-12
Eramo, Jaclyn	Teacher, K-12
Jackson, Carolyn	Teacher, K-12
Simpson, Alicia	Teacher, K-12
Vocelle, Julia	School Counselor
Wensyel, Lori	Teacher, K-12
Southwick, Eileen	Teacher, Career/Technical
Robbins, Susan	Teacher, ESE
Anderson, Angela	Teacher, K-12
Feinberg, Jennifer	Teacher, K-12

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

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.

Woodlands uses the instructional materials and texts that are provided by the School District. Teachers are encouraged to use 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.

We are starting the second 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 to all grade levels last year and this year we opened the enrollment through the Department of Choice and Career Options lottery.

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.

Through Diagnostic and USA 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.

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: 1,500

The Child Care program is a before and after school program for children to remain safe and secure in a familiar environment. Time is set aside for academics, which includes homework completion, science enrichment activities, reading remediation, and math instruction. Time is also set aside for recreation, which includes basketball, flag football, step, and cooking which support the development of social skills.

Strategy Rationale

In participating in the Child Care Program students are getting the support of the group of students that are also attending the program, the support of high school volunteers, and the support of the teachers and staff members involved in the program. There are multiple venues for the student to seek assistance and grow in this program.

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

Student progress will be monitored and additional supports may be provided if needed.

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.

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. Â§ 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.

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. Students and parents are also provided with opportunities to tour the campus prior to the end of the 5th grade year. 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 offer the Cambridge Academy Secondary 1 program.

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.

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.

2. 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.

3. 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

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

Woodlands Middle School must continue to challenge students to become ready for high school and establish goals of being college or career ready.

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" 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Woodlands Middle School teachers deliver effective and relevant instruction to meet the needs of all students then we will increase 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 Woodlands Middle School teachers deliver effective and relevant instruction to meet the needs of all students then we will increase high school readiness. 1a

G083802

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Provide teachers with opportunities to attend and monitor the implementation of personalized professional development.
- Establish a shared commitment and collective responsibility for the academic success of every student.
- Provide students with opportunities in and out of the classroom to prepare for academic needs of high school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- In class speakers
- Field trips
- Additional support
- District offered Professional Development

Plan to Monitor Progress Toward G1. 8

Data will be reviewed

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

EOC examinations and industry certifications

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 deliver effective and relevant instruction to meet the needs of all students then we will increase high school readiness. **1**

 G083802

G1.B1 Provide teachers with opportunities to attend and monitor the implementation of personalized professional development. **2**

 B222639

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

 S234914

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 8/15/2016 to 6/2/2017

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

Monitor the Professional Development being attended by staff

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Attendance and lesson plans demonstrating implementation.

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

Janina Simmonds

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Diagnostics, USA, FSQs will be reviewed.

G1.B1.S2 Professional Development to support teachers in developing relevant lessons in their content areas. 4

 S234915

Strategy Rationale

By improving teacher preparation in their content areas students will be engaged in the material.

Action Step 1 5

Provide teachers with content relevant and personalized Professional Development

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

Review of content professional development

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Review of PeopleSoft eLearning materials and lesson plans

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

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

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Improved performance in areas when instructional strategies from targeted Professional Development are implemented.

G1.B2 Establish a shared commitment and collective responsibility for the academic success of every student. 2

 B222640

G1.B2.S1 Provide opportunities for all teachers to collaborate with like content teachers in their grade level. 4

 S234916

Strategy Rationale

Through collaboration teachers will better address the needs of common students allowing parent involvement to increase.

Action Step 1 5

Review scheduling of grade level collaboration

Person Responsible

Janina Simmonds

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Attendance

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

Opportunities for teachers, students, and parents to work together will be monitored and warning signs identified.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Attendance at conferences and meetings will be reviewed.

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

Monitor targeted warning signs that were identified by teachers, staff, and parents.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Improvement in the targeted areas

G1.B3 Provide students with opportunities in and out of the classroom to prepare for academic needs of high school. 2

 B222641

G1.B3.S1 Provide students with high school level academic opportunities and industry certified programs. 4

 S234917

Strategy Rationale

Through providing an increased number of high school level courses and industry certified programs at the middle school level students establish the skills needed to be successful in high school.

Action Step 1 5

Development of a master board schedule which includes the maximum number of opportunities for targeted courses.

Person Responsible

Rigo Gamez

Schedule

On 6/2/2017

Evidence of Completion

Offerings of accelerated programs will increase.

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

Review of the established master board schedule

Person Responsible

Jeffrey Eassa

Schedule

On 6/2/2017

Evidence of Completion

Increase in offerings will be noted.

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

Enrollment in the identified courses will be reviewed

Person Responsible

Jeffrey Eassa

Schedule

On 6/2/2017

Evidence of Completion

Upon reviewing the enrollment in the courses as well as the successful completion of the programs the future offerings will be established.

G1.B3.S2 Increase the number students taking high school level math courses. 4

 S234918

Strategy Rationale

Through providing the opportunity to complete high school level math course while still in middle school students will be exposed to challenging instruction that will lead them to collage or career readiness.

Action Step 1 5

Through providing additional units of high school math the students completing these courses will increase.

Person Responsible

Jeffrey Eassa

Schedule

On 6/2/2017

Evidence of Completion

Review the units and enrollment

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

Review the enrollment in targeted courses

Person Responsible

Jeffrey Eassa

Schedule

On 6/2/2017

Evidence of Completion

Number of students seated in the identified courses

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

Review student success in program

Person Responsible

Jeffrey Eassa

Schedule

On 6/2/2017

Evidence of Completion

Review EOC success to determine if the additional opportunities were successful for the students.

G1.B3.S3 Promote the outside programs such as TRIO for students that need support preparing for high school. 4

 S234919

Strategy Rationale

TRIO is a program through Palm Beach State College that provides students with support leading them through middle school, high school, and into college. Many of the students in the program are first generation college students.

Action Step 1 5

Plan programing through guidance to offer students information on the program.

Person Responsible

Jeffrey Eassa

Schedule

On 6/2/2017

Evidence of Completion

Materials provided by guidance.

Action Step 2 5

Plan programing through guidance to offer students information on the program.

Person Responsible

Jeffrey Eassa

Schedule

On 8/15/2016

Evidence of Completion

Materials provided by guidance.

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

Records of meetings with students.

Person Responsible

Julia Vocelle

Schedule

On 6/2/2017

Evidence of Completion

Attendance or sign in records

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

Records of meetings with students.

Person Responsible

Julia Vocelle

Schedule

On 6/2/2017

Evidence of Completion

Attendance or sign in records

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

Increase in students participating in the program

Person Responsible

Jeffrey Eassa




















Schedule

On 6/2/2017

Evidence of Completion



The enrollment in the program for the year will be reviewed

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.B3.S3.A2  A302722	Plan programing through guidance to offer students information on the program.	Eassa, Jeffrey	8/15/2016	Materials provided by guidance.	8/15/2016 one-time
G1.MA1  M307356	Data will be reviewed	Eassa, Jeffrey	8/15/2016	EOC examinations and industry certifications	6/2/2017 monthly
G1.B1.S1.MA1  M307343	Data from Diagnostics, USA, and FSQs will demonstrate student mastery of targeted benchmarks.	Simmonds, Janina	8/15/2016	Diagnostics, USA, FSQs will be reviewed.	6/2/2017 monthly
G1.B1.S1.MA1  M307344	Monitor the Professional Development being attended by staff	Eassa, Jeffrey	8/15/2016	Attendance and lesson plans demonstrating implementation.	6/2/2017 monthly
G1.B1.S1.A1  A302716	Provided targeted Professional Development	Eassa, Jeffrey	8/15/2016	Attendance and Participation in the PD meeting with documented proof of implementation.	6/2/2017 monthly
G1.B2.S1.MA1  M307347	Monitor targeted warning signs that were identified by teachers, staff, and parents.	Eassa, Jeffrey	8/15/2016	Improvement in the targeted areas	6/2/2017 monthly
G1.B2.S1.MA1  M307348	Opportunities for teachers, students, and parents to work together will be monitored and warning...	Eassa, Jeffrey	8/15/2016	Attendance at conferences and meetings will be reviewed.	6/2/2017 monthly
G1.B2.S1.A1  A302718	Review scheduling of grade level collaboration	Simmonds, Janina	8/15/2016	Attendance	6/2/2017 monthly
G1.B3.S1.MA1  M307349	Enrollment in the identified courses will be reviewed	Eassa, Jeffrey	8/15/2016	Upon reviewing the enrollment in the courses as well as the successful completion of the programs the future offerings will be established.	6/2/2017 one-time
G1.B3.S1.MA1  M307350	Review of the established master board schedule	Eassa, Jeffrey	8/15/2016	Increase in offerings will be noted.	6/2/2017 one-time
G1.B3.S1.A1  A302719	Development of a master board schedule which includes the maximum number of opportunities for...	Gamez, Rigo	8/15/2016	Offerings of accelerated programs will increase.	6/2/2017 one-time
G1.B1.S2.MA1  M307345	Data from Diagnostics, USA, and FSQs will demonstrate student mastery of targeted benchmarks.	Eassa, Jeffrey	8/15/2016	Improved performance in areas when instructional strategies from targeted Professional Development are implemented.	6/2/2017 monthly
G1.B1.S2.MA1  M307346	Review of content professional development	Eassa, Jeffrey	8/15/2016	Review of PeopleSoft eLearning materials and lesson plans	6/2/2017 monthly
G1.B1.S2.A1  A302717	Provide teachers with content relevant and personalized Professional Development	Eassa, Jeffrey	8/15/2016	Attendance and Participation in the PD meeting with documented proof of implementation.	6/2/2017 monthly
G1.B3.S2.MA1  M307351	Review student success in program	Eassa, Jeffrey	No Start Date	Review EOC success to determine if the additional opportunities were successful for the students.	6/2/2017 one-time
G1.B3.S2.MA1  M307352	Review the enrollment in targeted courses	Eassa, Jeffrey	8/15/2016	Number of students seated in the identified courses	6/2/2017 one-time
G1.B3.S2.A1  A302720	Through providing additional units of high school math the students completing these courses will...	Eassa, Jeffrey	8/15/2016	Review the units and enrollment	6/2/2017 one-time
G1.B3.S3.MA1  M307353	Increase in students participating in the program	Eassa, Jeffrey	8/16/2016	The enrollment in the program for the year will be reviewed	6/2/2017 one-time
G1.B3.S3.MA1  M307354	Records of meetings with students.	Vocelle, Julia	8/15/2016	Attendance or sign in records	6/2/2017 one-time

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Woodlands Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S3.MA1  M307355	Records of meetings with students.	Vocelle, Julia	8/15/2016	Attendance or sign in records	6/2/2017 one-time
G1.B3.S3.A1  A302721	Plan programing through guidance to offer students information on the program.	Eassa, Jeffrey	8/15/2016	Materials provided by guidance.	6/2/2017 one-time

V. Professional Development Opportunities

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

G1. If Woodlands Middle School teachers deliver effective and relevant instruction to meet the needs of all students then we will increase high school readiness.

G1.B1 Provide teachers with opportunities to attend and monitor the implementation of personalized professional development.

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

PD Opportunity 1

Provided targeted Professional Development

Facilitator

Participants

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G1.B1.S2 Professional Development to support teachers in developing relevant lessons in their content areas.

PD Opportunity 1

Provide teachers with content relevant and personalized Professional Development

Facilitator

Participants

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provided targeted Professional Development	\$0.00
2	G1.B1.S2.A1	Provide teachers with content relevant and personalized Professional Development	\$0.00
3	G1.B2.S1.A1	Review scheduling of grade level collaboration	\$0.00
4	G1.B3.S1.A1	Development of a master board schedule which includes the maximum number of opportunities for targeted courses.	\$0.00
5	G1.B3.S2.A1	Through providing additional units of high school math the students completing these courses will increase.	\$0.00
6	G1.B3.S3.A1	Plan programing through guidance to offer students information on the program.	\$0.00
7	G1.B3.S3.A2	Plan programing through guidance to offer students information on the program.	\$0.00
Total:			\$0.00