

Polk County Public Schools

Westwood Middle School



2016-17 Schoolwide Improvement Plan

Westwood Middle School

3520 AVENUE J NW, Winter Haven, FL 33881

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

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	F	D

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Westwood Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

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

b. Provide the school's vision statement.

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

Beliefs:

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

2. School Environment

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

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

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

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

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.

Westwood Middle School has established high behavioral expectations using CHAMPS strategies to minimize classroom disruptions. The staff, students, and parents were trained about these expectations. The school has also implemented school-wide Positive Behavior Support to track and provide interventions to students that are having issues upholding behavioral expectations, and reward positive behavior exhibited by students and staff. Administrators met with each grade level to review behavioral expectations. Students also participated in a district-wide bully lesson and signed contracts which are available in the discipline office.

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.

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

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.

Early Warning Indicators for Westwood Middle School:

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

Students have been double blocked for reading and math instruction.

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	27	53	79	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	27	50	80	0	0	0	0	157
Course failure in ELA or Math	0	0	0	0	0	0	3	1	1	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	81	91	95	0	0	0	0	267
	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	36	44	65	0	0	0	0	145

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

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

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?

Yes

1. PIP Link

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

2. Description

See parent involvement plan on state website.

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.

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

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

b. Duties

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title II Professional development resources are available to Title I schools through Title II funds. In

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

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

Title X- Homeless

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

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

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc. Westwood Middle School offers professional development and student awareness of anti-bullying programs and participates in the Polk County Sherriff's Office SAVE program.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education: Students in our academies are scheduled in CTE courses and will receive certification. develop leadership skills and offer training in service learning. Westwood Middle School has 4 vocational teachers: Business computers, Industrial technology, Culinary and agricultural technology.

Job Training

N/A

2. School Advisory Council (SAC)

a. Membership

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

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

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

SAC committee was surveyed and offered ideas about the SIP. The committee recognized that the school did not meet the goals of the SIP plan. They also feel that the changes that were made by the school administration for the 206-17 school year show a commitment to school improvement.

b. Development of this school improvement plan

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

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

SAC Committee worked on and submitted the budget for the 2016-17 school year.

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

The SAC membership allocated 1000.00 to be used for providing substitutes for teachers to participate in professional development.

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

b. Duties

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

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

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.

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

Reading - 3/4 period Daily
Language arts - 56 period Daily
Science - 1/2 period Daily
Social Studies - 1/2 period Daily
Math - 7/8 period Daily

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

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

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

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

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.

Westwood Middle uses core instructional programs that have been adopted by District leadership and the State of Florida to ensure the alignment of the curriculum. The instructional program of each core area follows the curriculum maps created by district personnel, and provides progress monitoring assessments to ensure student mastery of 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.

Westwood Middle teachers are provided with data via IDEAS. The data lists include previous and current State tests, IBTP assessments, as well as progress monitoring data. Teachers use this data to modify instructional based on student performance level. Students who do not show mastery on the assessment listed above will receive remediation for areas of weakness.

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: 1,800

Students who have been identified as level 1 and low level 2 students have the opportunity to attend after school tutoring and enrichment program for all core subjects.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wright, Debra, debra.hudson@polk-fl.net

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

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

Strategy: After School Program

Minutes added to school year: 600

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

Classroom walk through data

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.

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

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

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

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

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

Career and Technical education teachers collaborative plan with Social studies teachers monthly to integrate units of instruction and well literacy standards.

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.

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.** By Spring of 2016, students at Westwood Middle School will increase achievement by consistently demonstrating behaviors that are respectful and responsible creating a positive school climate as demonstrated by a 40% reduction in discipline referrals.
- G2.** The Academic Leadership Team at Westwood Middle School will support and facilitate teachers in the planning and delivery of standard-based instruction through systemic coaching/support and through consistent monitoring in order to increase student proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. By Spring of 2016, students at Westwood Middle School will increase achievement by consistently demonstrating behaviors that are respectful and responsible creating a positive school climate as demonstrated by a 40% reduction in discipline referrals. 1a

G085065

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	40.0

Targeted Barriers to Achieving the Goal 3

- Teachers and Staff do not know how to develop and implement High expectations for student behavior.
- Students do not intrinsically know how to be respectful and responsible.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student Services, PD department, Discipline department

Plan to Monitor Progress Toward G1. 8

Students will show improvement on module and progress monitoring assessments.

Person Responsible

Todd Bennett

Schedule

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

Evidence of Completion

Student data on module and benchmark assessments.

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

G085066

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	6.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Todd Bennett

Schedule

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

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By Spring of 2016, students at Westwood Middle School will increase achievement by consistently demonstrating behaviors that are respectful and responsible creating a positive school climate as demonstrated by a 40% reduction in discipline referrals. **1**

G085065

G1.B1 Teachers and Staff do not know how to develop and implement High expectations for student behavior. **2**

B226277

G1.B1.S1 Design a system to support, monitor, and facilitate staff instruction of behavioral expectations for all students through the implementation of CHAMPS. **4**

S238704

Strategy Rationale

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

Action Step 1 **5**

Train teachers and Staff in CHAMPS strategies.

Person Responsible

Debra Wright

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets,

Action Step 2 **5**

Conduct classroom walk-throughs to monitor CHAMPS strategies

Person Responsible

Todd Bennett

Schedule

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

Evidence of Completion

Classroom walk-through feedback forms

Action Step 3 5

Provide support for teachers who are struggling with the implementation of CHAMPS.

Person Responsible

Russ Campbell

Schedule

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

Evidence of Completion

Coaching cycles assigned by administration.

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

Administrators will monitor classroom instruction and note the evidence (or lack) of CHAMPS implementation.

Person Responsible

Todd Bennett

Schedule

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

Evidence of Completion

Coach logs and Assignments

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

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

Person Responsible

Todd Bennett

Schedule

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

Evidence of Completion

Academic celebrations will be held in the cafeteria by invite only.

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

Discipline data will be monitored weekly in administrative meetings.

Person Responsible

Russ Campbell

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Discipline reports will be provided at weekly administrative meetings and the data will be discussed.

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

There will be a 40% reduction in discipline referrals.

Person Responsible

Todd Bennett

Schedule

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

Evidence of Completion

Discipline data

G1.B2 Students do not intrinsically know how to be respectful and responsible. 2

B226278

G1.B2.S1 Teach CHAMP expectations to students, parents, and community members. 4

S238705

Strategy Rationale

Students cannot be held to expectations that have not been communicated.

Action Step 1 5

Create lessons for teachers to teach CHAMP's expectations

Person Responsible

Debra Wright

Schedule

On 8/19/2016

Evidence of Completion

Champs Lesson plans

Action Step 2 5

Deliver Champs lessons to students during the first week of school.

Person Responsible

Todd Bennett

Schedule

Weekly, from 8/15/2016 to 8/19/2016

Evidence of Completion

Classroom walk-through data

Action Step 3 5

Reteach CHAMPS expectations throughout year.

Person Responsible

Russ Campbell

Schedule

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

Evidence of Completion

Walk-through data, Discipline data

Action Step 4 5

Teach Behavioral expectations (CHAMPS) for students to parents and community members.

Person Responsible

Debra Wright

Schedule

Quarterly, from 8/11/2016 to 6/2/2017

Evidence of Completion

Parent night agendas, sign-in sheets

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

There will be a reduction in discipline referrals.

Person Responsible

Russ Campbell

Schedule

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

Evidence of Completion

Discipline Data

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

Develop a survey for teachers and students concerning the implementation of CHAMPS.

Person Responsible

Russ Campbell

Schedule

Quarterly, from 10/19/2016 to 6/2/2017

Evidence of Completion

Survey data

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

Discipline referrals will decrease as a result to CHAMPS implementation.

Person Responsible

Russ Campbell

Schedule

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

Evidence of Completion

Discipline data.

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

G085066

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

B226279

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

S238706

Strategy Rationale

Promote authentic student engagement to increase positive student results.

Action Step 1 5

Teachers, Academic coaches and administrators will collaboratively unpack standards during collaborative planning.

Person Responsible

Debra Wright

Schedule

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

Evidence of Completion

Collaborative planning agenda and sign-in sheets.

Action Step 2 5

Teachers, Academic Coaches and Administrators will collaboratively plan together to create standards-based lessons.

Person Responsible

Todd Bennett

Schedule

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

Evidence of Completion

Collaborative planning agenda, sign-in sheets, lesson plans

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

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

Instructional Coach/Administrators receive and review lesson plans weekly.

Person Responsible

Meesha Downing

Schedule

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

Evidence of Completion

Collaborative planning agendas, sign-in sheets, and lesson plans will be stored in the principal's office.

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

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

Planning calendars are published in WMS Shared One-Drive.

Person Responsible

Debra Wright

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Meesha Downing

Schedule

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

Evidence of Completion

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

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

Evidence of collaborative planning is monitored through routine Administrative walkthroughs.

Person Responsible

Todd Bennett

Schedule

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

Evidence of Completion

Instructional Coaches and Administrators will meet weekly to report what they have observed during classroom walk-throughs.

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

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

Person Responsible

Meesha Downing

Schedule

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

Evidence of Completion

Ms. Downing will provide reports regarding IBTP data.

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

B226280

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

S238707

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Meesha Downing

Schedule

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

Evidence of Completion

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

Action Step 2 5

Administrators will walk-through classes and will provide feedback on standards-based lesson delivery

Person Responsible

Todd Bennett

Schedule

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

Evidence of Completion

Feedback forms from classroom walk-through on file in the principals office.

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

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

Person Responsible

Meesha Downing

Schedule

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

Evidence of Completion

Peer notes and documentation will be collected by Academic Coaches and kept in the Academic coach's binder.

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

Administrators will walk-through classes and monitor Standards-based lesson delivery.

Person Responsible

Meesha Downing

Schedule

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

Evidence of Completion

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

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

Walk-through and evaluation data will reflect an increase of engaging students in learning.

Person Responsible

Debra Wright

Schedule

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

Evidence of Completion

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

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

There will be an increase in student mastery as evidenced by progress monitoring assessments.

Person Responsible

Meesha Downing




















Schedule

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

Evidence of Completion

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

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					
G2.B1.S1.A3  A309110	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1  M315890	Instructional Coach/Administrators receive and review lesson plans weekly.	Downing, Meesha	8/26/2015	Collaborative planning agendas, sign-in sheets, and lesson plans will be stored in the principal's office.	5/25/2016 weekly
G2.B1.S1.MA2  M315891	Collaborative Planning agendas are signed by all participants present. Lesson plans are...	Wright, Debra	8/26/2015	Agendas, and Collaborative planning sheets will be collected once per week and stored in principals office.	5/25/2016 weekly
G1.B1.S1.MA1  M315879	There will be a 40% reduction in discipline referrals.	Bennett, Todd	9/7/2015	Discipline data	5/27/2016 weekly
G1.MA1  M315886	Students will show improvement on module and progress monitoring assessments.	Bennett, Todd	8/24/2015	Student data on module and benchmark assessments.	6/9/2016 monthly
G1.B2.S1.A1  A309104	Create lessons for teachers to teach CHAMP's expectations	Wright, Debra	8/15/2016	Champs Lesson plans	8/19/2016 one-time
G1.B2.S1.A2  A309105	Deliver Champs lessons to students during the first week of school.	Bennett, Todd	8/15/2016	Classroom walk-through data	8/19/2016 weekly
G2.MA1  M315896	Walk-through data, and student performance on Module and progress monitoring assessments will...	Bennett, Todd	8/15/2016	Walk-through data, Increased performance on module and progress monitoring assessments	6/2/2017 monthly
G1.B1.S1.MA1  M315880	Administrators will monitor classroom instruction and note the evidence (or lack) of CHAMPS...	Bennett, Todd	8/15/2016	Coach logs and Assignments	6/2/2017 weekly
G1.B1.S1.MA2  M315881	Administrators will recognize the individual and collective behavioral success of students and...	Bennett, Todd	8/15/2016	Academic celebrations will be held in the cafeteria by invite only.	6/2/2017 quarterly
G1.B1.S1.MA5  M315882	Discipline data will be monitored weekly in administrative meetings.	Campbell, Russ	8/29/2016	Discipline reports will be provided at weekly administrative meetings and the data will be discussed.	6/2/2017 weekly
G1.B1.S1.A1  A309101	Train teachers and Staff in CHAMPS strategies.	Wright, Debra	8/8/2016	Sign-in sheets,	6/2/2017 quarterly
G1.B1.S1.A2  A309102	Conduct classroom walk-throughs to monitor CHAMPS strategies	Bennett, Todd	8/15/2016	Classroom walk-through feedback forms	6/2/2017 weekly
G1.B1.S1.A3  A309103	Provide support for teachers who are struggling with the implementation of CHAMPS.	Campbell, Russ	8/15/2016	Coaching cycles assigned by administration.	6/2/2017 annually
G1.B2.S1.MA1  M315883	Discipline referrals will decrease as a result to CHAMPS implementation.	Campbell, Russ	8/15/2016	Discipline data.	6/2/2017 weekly
G1.B2.S1.MA1  M315884	There will be a reduction in discipline referrals.	Campbell, Russ	8/22/2016	Discipline Data	6/2/2017 weekly
G1.B2.S1.MA2  M315885	Develop a survey for teachers and students concerning the implementation of CHAMPS.	Campbell, Russ	10/19/2016	Survey data	6/2/2017 quarterly
G1.B2.S1.A3  A309106	Reteach CHAMPS expectations throughout year.	Campbell, Russ	8/22/2016	Walk-through data, Discipline data	6/2/2017 daily
G1.B2.S1.A4  A309107	Teach Behavioral expectations (CHAMPS) for students to parents and community members.	Wright, Debra	8/11/2016	Parent night agendas, sign-in sheets	6/2/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 M315887	Instructional Coach/Administrator submit/reviews Preplanning forms during weekly Academic...	Downing, Meesha	8/15/2016	Instructional Coaches and Administrators will meet weekly to report what they've reviewed and the feedback from collaborative planning.	6/2/2017 weekly
G2.B1.S1.MA5 M315888	Evidence of collaborative planning is monitored through routine Administrative walkthroughs.	Bennett, Todd	8/15/2016	Instructional Coaches and Administrators will meet weekly to report what they have observed during classroom walk-throughs.	6/2/2017 weekly
G2.B1.S1.MA6 M315889	Progress monitoring reports for IBPT will be shared in academic leadership team meetings upon the...	Downing, Meesha	8/15/2016	Ms. Downing will provide reports regarding IBTP data.	6/2/2017 weekly
G2.B1.S1.A1 A309108	Teachers, Academic coaches and administrators will collaboratively unpack standards during...	Wright, Debra	8/15/2016	Collaborative planning agenda and sign-in sheets.	6/2/2017 weekly
G2.B1.S1.A2 A309109	Teachers, Academic Coaches and Administrators will collaboratively plan together to create...	Bennett, Todd	8/15/2016	Collaborative planning agenda, sign-in sheets, lesson plans	6/2/2017 weekly
G2.B2.S1.MA1 M315892	Walk-through and evaluation data will reflect an increase of engaging students in learning.	Wright, Debra	8/15/2016	Frequent walkthroughs with constant feedback to the teacher with tips, strategies and suggestions.	6/2/2017 weekly
G2.B2.S1.MA4 M315893	There will be an increase in student mastery as evidenced by progress monitoring assessments.	Downing, Meesha	8/15/2016	Student scores and grades will be monitored frequent data chats will occur between teachers an administration.	6/2/2017 monthly
G2.B2.S1.MA1 M315894	Teachers will document notes from their peer-observation and reflect on "best practices" that they...	Downing, Meesha	8/15/2016	Peer notes and documentation will be collected by Academic Coaches and kept in the Academic coach's binder.	6/2/2017 weekly
G2.B2.S1.MA2 M315895	Administrators will walk-through classes and monitor Standards-based lesson delivery.	Downing, Meesha	8/15/2016	Classroom walkthrough feedback will be discussed with the teachers and documentation will be kept in the principals office.	6/2/2017 weekly
G2.B2.S1.A1 A309111	Teachers will document notes from their peer-observation and reflect on "best practices" that they...	Downing, Meesha	8/15/2016	Notes and documentation will be submitted to administration and kept on file in the principal's office.	6/2/2017 weekly
G2.B2.S1.A2 A309112	Administrators will walk-through classes and will provide feedback on standards-based lesson...	Bennett, Todd	8/15/2016	Feedback forms from classroom walk-through on file in the principals office.	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. By Spring of 2016, students at Westwood Middle School will increase achievement by consistently demonstrating behaviors that are respectful and responsible creating a positive school climate as demonstrated by a 40% reduction in discipline referrals.

G1.B1 Teachers and Staff do not know how to develop and implement High expectations for student behavior.

G1.B1.S1 Design a system to support, monitor, and facilitate staff instruction of behavioral expectations for all students through the implementation of CHAMPS.

PD Opportunity 1

Train teachers and Staff in CHAMPS strategies.

Facilitator

Debra Wright, Brandy Polly

Participants

Teachers and Staff

Schedule

Quarterly, from 8/8/2016 to 6/2/2017