

The School District of Palm Beach County

# Wellington Landings Middle



2017-18 Schoolwide Improvement Plan

## Wellington Landings Middle

1100 AERO CLUB DR, Wellington, FL 33414

<https://wlms.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	41%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Wellington Landings Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

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

The following acronyms are common terms used throughout the document:

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

#### 2. School Environment

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

Wellington Landings Middle School infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels including but not limited to:

- \* History of Holocaust
- \* History of Africans and African Americans
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veterans
- \* Declaration of Independence

- \* Constitution of the United States and The Bill of Rights
- \* Federalist Papers: Republican Form of Government
- \* Free Enterprise U.S. Economy
- \* Elements of Civil Government
- \* History of the United States
- \* Principles of Agriculture
- \* Effects of Alcohol and Narcotics
- \* Florida History
- \* Conservation of Natural Resources
- \* Health Education
- \* Teen Dating Violence
- \* Character Development

To meet the requirements of the District's second Strategic Initiative to "Embed cultural competence, equity and access within instructional practices," WLMS will incorporate this content into classroom lessons and into school-wide activities such as assemblies and guest speakers.

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

The Pillars of Effective Instruction (standard-based instruction, high expectations, engaged learners, and personalized instruction) guide our teaching practices in providing all of our students with opportunities that will support their academic success. WLMS provides support for all students by ensuring that::

- \* Students are immersed in rigorous tasks encompassing the full intent of the standards: All students at WLMS will be immersed in rigorous tasks encompassing the full intent of the standards in all core content areas. Language Arts, Math, Science, Civics, Reading and Writing classes, as well as all other subject areas, actively engage students with complex texts, tasks and talk using evidence from texts while creating work samples that are standards-based and rigorous. Most students are enrolled in one or more advanced classes. Acceleration is encouraged.
- \* Students are actively engaged in building, connecting and applying knowledge: Students are actively engaged in purposeful, relevant, real-world activities to demonstrate understanding of their learning.
- \* Students collaborate in student-centered, personalized environments. WLMS provides support and guidance so that all students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. This is accomplished through our WLMS practice of using a wide range of assessment types to monitor student progress. Students also take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. Some sections of all core content areas incorporate the use of classroom Chrome books to maximize instructional effectiveness and to encourage students' personal accountability for their learning.
- \* Students are empowered and supported through high expectations to be college and career ready: All students consistently experience rigorous, standards based instruction grounded in the

expectation that all students can succeed. All students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

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

WLMS utilizes a carefully crafted Positive Behavior Support Plan to maintain one of the safest school environments in Palm Beach County. Team members meet regularly throughout the year to review discipline data and create school-wide lessons based on the three R's - Respect, Responsibility, and Resilience. During the first three weeks of school, all teachers instruct students on WLMS behavioral expectations. Students participate in discussions and in engaging activities after teachers present lessons, power point presentations, and videos that instruct them on the specifics of the expectations. In addition to reviewing the rules, students learn to use their planners and to identify and report bullying. WLMS SWPBS (School Wide Positive Behavior Support) Super STARRR lessons include the following:

- \* STARRR (Students and Teachers are Respectful, Responsible, and Resilient)
- \* Cafeteria Behavior Expectations
- \* Planners
- \* Behavioral Expectations - School Rules Parts 1, 2, and 3
- \* Academic Expectations (cheating and plagiarism)
- \* Anti-Bullying Lesson including the four ways to report bullying.
- \* Cyber-bullying - Part 1 and 2
- \* Who's Who at Wellington Landings

These lessons are presented school wide to all students during the extended hour on each of the first twelve days of school.

WLMS has also implemented an anti-bullying "Be That One" school-wide program through which students are encouraged to take a stand against bullying by helping others who may be experiencing troubles with this issue. Students are encouraged to assist and befriend others, especially those who may feel bullied or isolated. "Be That One" forms are used to report these positive actions, and students are recognized and rewarded. A school-wide lesson on this program is conducted during the second week of school to promote empathy among the students for their peers and to ensure an understanding of the harmful effects of bullying.

Each morning, during announcements, Principal Bennett stresses what it means to be a SUPERSTARRR at WLMS. Students in our video announcements reinforce this message. Staff members use these daily reminders during discussions with students. Our rules are repeated often, with an emphasis on the three R's (respectful, responsible, resilient).

Early in the second semester, we celebrate SUPERSTARRR DAY. In addition to anti-bullying and other behavior-based lessons taught in every classroom, students enjoy a grade-level assembly during which our SUPERSTARRRS are introduced. Students walk out on a red carpet and tell the audience why they are SUPERSTARRRS. Our performing groups entertain with special musical and dance numbers.

WLMS has many dedicated staff members who oversee and instruct in the Before and After School Programs. Students enjoy supervised activities (game room, sports, clubs, and homework assistance) from 7:45 AM until 5:30 PM (and later, when necessary). WLMS has one of the highest-rated Before/After School Programs in Palm Beach County. Its motto is "After School Rocks!" All school rules and dress code expectations apply.

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

WLMS has a single school culture for behavior in which expectations are clearly taught and enforced by every adult on campus. A highly-structured behavioral program is in place which is published in the teachers' handbook and is reviewed during pre-school. Teachers follow the district guidelines which require three interventions prior to writing a referral. Parent communication, preferably by phone, is required when behavioral concerns arise. As a result of the tiered behavioral interventions, very few students require the more serious forms of discipline. Teachers meet with the assistant principals monthly for grade level meetings, during which student behavioral issues are addressed.

A particularly effective intervention is our implementation of a level one detention, a consequence which is issued for dress code violations, gum, hallway misbehavior, and tardiness. These detentions are issued by teachers and are followed up with phone calls (made by office staff) to schedule the 30-minute after school detentions. This proactive approach to minor violations keeps student behavior from escalating and minimizes the need for referrals to administration.

For more serious offenses, WLMS has an in-school suspension program (PEP - Performance Enhancement Program) which has both academic and counseling components. Additionally, an Alternative to Suspension program is being introduced this year. The evening program will involve parent/child instructional and counseling components to help students to modify behaviors that are not conducive to learning. Discipline data is reviewed quarterly by the Positive Behavior Support Team, staff, and SAC to ensure that rules are fairly and consistently enforced.

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

WLMS has three school counselors who meet with students, as needed, to discuss academic and emotional concerns. The eighth grade administrator is skilled in behavioral intervention and works with students who need emotional and academic support to be successful. Another assistant principal is in charge of the School Based Team which meets twice monthly to discuss and provide support for students who require academic and/or behavioral interventions. This team refers students who need additional support to the Child Study Team. The Child Study Team (CST) is a group of selected teachers, counselors, and parents who act as educational liaisons to develop and review plans to best meet the needs of individual students.

Selected teachers, counselors and staff members act as mentors for students who need support beyond what is offered through our school counselors. Skilled "listeners" who are trained by an outside agency meet with individual students who have been identified as children who would benefit from talking with an adult on a regular basis. Additionally, WLMS students benefit from having a motivational coach on campus through a grant partnership with the district. The motivational coach provides group and individual counseling services. WLMS introduced the WATCH DOGS program to the campus this year. Watch Dogs (Dads of Great Students) are fathers who volunteer on campus in a variety of capacities while also serving as positive male role models for students.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance is monitored by the grade level counselors and administration. Parents of absent students are notified of absences by phone. Parents of students who are absent five or more days in a nine-week period are contacted by the grade level counselor and receive a letter notifying them of the need for a doctor's note or the requirement to sign in daily in the Student Services office. Suspensions are monitored by the grade level assistant principals, and students who need behavioral interventions are referred to the School Based Team. Students who are failing academically are also referred to the School Based Team for intervention. Struggling students (in the lowest 25%) are monitored and counseled on a regular basis by an assistant principal who meets with those students to set goals and to review class progress. Various staff members act as mentors for students who need individual attention. The following data was compiled from SY17.

**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	9	8	12	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	29	35	26	0	0	0	0	90
Course failure in ELA or Math	0	0	0	0	0	0	36	39	39	0	0	0	0	114
Level 1 on statewide assessment	0	0	0	0	0	0	38	54	35	0	0	0	0	127
	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	22	29	25	0	0	0	0	76

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

All students at WLMS are required to complete assignments in Reading Plus on a weekly basis. Students scoring below their grade level are required to spend more time using Reading Plus until they reach their grade level goals. Students who score at Level 1 or Level 2 in standardized testing are afforded opportunities to participate in special programs including intensive reading, intensive math, the Wilson Reading Program, pull-out small group instruction, and goal setting counseling sessions with an assistant principal. Late in the first semester and at the beginning of the second semester, students of concern are invited to tutorial sessions that take place on Saturdays and/or before and after-school. Some students are temporarily removed from electives for additional instruction during the second semester. With parent approval, some students are encouraged to attend homework assistance in the After School Program. Students who are identified by the School Based Team as needing additional academic intervention receive that support through tiered interventions that are monitored by School Based Team (SBT) members. Failure to progress satisfactorily through the tiered system results in referral to the Child Study Team.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

WLMS continues to reach out to parents of our students to strengthen the school-home relationship and to educate parents on school-wide initiatives. The principal uses the Parent Link System (call out phone delivery system), texts, Edline blasts, and email distribution to inform parents of upcoming events and important school-related information. Parents are encouraged to join the School Advisory Council (SAC), the PTO, and the PTO's Volunteer Program. Families receive monthly newsletters via email from the WLMS PTO which provide updates on current events, school functions, and important information. A data base has been developed by staff members that includes parent email addresses and contact information and is used by the PTO for newsletter distribution. Teachers now have easier access to up-to-date parent contact information through the Student Information System (SIS), allowing for increased parent-teacher communication. The principal meets quarterly with parents who attend the "Coffee with the Principal" event sponsored by the PTO. Strategies to improve parent communication and involvement were effectively implemented during 2016-2017, culminating in WLMS being recognized as a 5-STAR school.

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

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

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Bennett, Blake	Principal
Fill, Timothy	Assistant Principal
Lewis, Carla	Assistant Principal
Ingersoll, Lindsay	Assistant Principal
Baldwin, Mary	Administrative Support
Herrick, Judy	School Counselor
Maher, Diane	School Counselor
Warren, Judy	School Counselor
Ryerson, Stacey	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 Leadership Team comprised of the principal, assistant principals, guidance counselors, ESE coordinator, and school police officer meets weekly to evaluate our progress in relation to our pending activities/goals. The principal determines the agenda, with input from team members. The primary goal of the WLMS Leadership Team is instructional leadership, and the focus of the weekly meetings is rigor of instruction on the Depth of Knowledge (DOK) Scale, Levels 3 and 4. In addition to academic goals, the team reviews behavioral data and makes decisions that ensure student safety.

The school-based Multi-Tiered Systems of Support (MTSS) leadership team is comprised of the principal, assistant principals, ESE contact, guidance counselors, Speech Language Pathologist (SLP), school psychologist, and classroom teachers. Members of the school-based MTSS leadership team meet with the SAC to assist in the development of the School Improvement Plan. Utilizing the previous year's data and information on the Tier 1, 2, and 3 targets, deficit areas are discussed. Topics for discussions include but are not limited to FSA, FCAT Science, and EOC scores and the lowest 25%; strengths and weaknesses of intensive classes; mentoring, tutoring, and other pull-out services; and professional development for all stakeholders on the MTSS process.

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

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

Problem Solving Process:

- 1- Problem identification - identifying the problem and the desired outcome for the student.
- 2- Problem analysis - analyzing why the problem is occurring and collecting data to determine possible causes.
- 3- Intervention design and implementation - selecting or developing evidence-based interventions based on an ongoing collection of data and ensuring that these interventions are implemented correctly.
- 4- Evaluation - (also known as response to intervention, RTI) - assessing the effectiveness of the response to the intervention and determining future steps. Step four in the problem-solving method is arguably the most important step as it specifically attempts to determine whether a student has responded positively to the intervention provided. It is from this crucial step that the Response to Intervention process gets its name.

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

To help finance our programs to meet the needs of all students, we seek additional funding sources through community grants. The leadership team reviews any grants that are awarded to WLMS to ensure the best allocation of funds.

Our school integrates Single School Culture by implementing our Universal Guidelines for Success, teaching expected behaviors, following our behavioral matrix, communicating with parents, and monitoring discipline incidents within the context of SwPBS. We instill an appreciation for multicultural diversity through our anti-bullying campaign, through structured lessons, and through the implementation of SwPBS programs. Additionally, an appreciation of diversity is instilled through various lessons taught in social studies and other core classes and through literature.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Blake Bennett	Principal
Miguel Torregrosa	Teacher
Michael Samarel	Teacher
Daphanie Richards	Education Support Employee
Michelle Daniels	Parent
Kathleen Farrell	Parent
Julie Knoblauch	Parent
Adam Winton	Parent
Judy Warren	Teacher
Tricia Vega	Parent
Dylan Strout	Student
Kelsey McCabe	Student
John Webber	Business/Community
Joanne Kapsos	Business/Community
Daisy Nelson	Parent

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

On August 15, 2017, Principal Bennett made a presentation to the School Advisory Council in which she reviewed and analyzed data based on spring 2017 Math and ELA FSA, Alg. 1 EOC, 8th grade Science FCAT and Civics EOC results. SAC members discussed the data and evaluated it with regard to SIP goals. WLMS was #3 in the county for middle schools in total points and the #1 non-magnet middle school in overall performance . WLMS was #3 in the district in ELA proficiency, tied for #3 in Civics proficiency, and was #4 in Science proficiency. WLMS also tied for #1 in Algebra 1 EOC proficiency with 100% of our students passing the test and tied for #4 in the county for Math proficiency. In addition, WLMS was #10 in the county for Middle School Acceleration. WLMS made significant gains, showing proficiency gains in FSA ELA, FSA Math, and Civics. One-hundred percent of our Algebra 1 Honors and Geometry Honors students scored proficiently. Finally, WLMS made significant learning gains in math for the lowest 25% students with an increase of 14 points compared to the previous academic year.

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

The School Advisory Council had a primary role in the development of the School Improvement Plan. Members of the SAC provided information to develop the initial draft of the School Improvement Plan. At the 8/28/17 SAC meeting, the membership discussed the targets this year which include an emphasis on the four Pillars of Effective Instruction: standards, personalized instruction, high expectations and student engagement strategies. Other target objectives include increased comprehension of complex texts, more evidence-based writing, increased rigor and analytical thinking, and the use of Professional Learning Communities (PLC's) to further unpack the standards. A preliminary draft of the School Improvement Plan was then provided to the SAC for consideration. The SAC members reviewed and revised the plan. The Council reconvened on 9/25/17 to finalize the plan. After a review of the SIP, the School Advisory Council voted to approve this School Improvement Plan.

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

The School Advisory Council provides input on the school's annual budget and votes on the the use of SAC funds. The SAC membership agrees that any SAC funds received for FY18 will be used for teacher resources, tutoring salaries, technology, and other expenses related to student achievement and approved by the SAC.

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

Last year SAC funds were used to upgrade technology and to provide tutorials for remediation. (See budget line items for previous year expenditures.)

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

Yes

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

## **3. Literacy Leadership Team (LLT)**

**a. Membership**

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

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

**b. Duties**

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

The LLT seeks to increase rigor so that all students will achieve proficiency and continued growth on all assessments. The LLT also focuses on increasing literacy through the use of school-wide literacy activities. Finally, the school-based LLT ensures that students receive instruction in reading strategies such as QAR, Search and Destroy, and chunking.

Students are required to read informational text and produce evidence-based responses in all subject areas. Students use the acronym RACE (Restate, Answer, Cite, and Explain) as a writer's checklist across all curricular areas. Students are expected to complete daily writing assignments using this checklist. Students participate in Reading Plus, Reading Counts (with incentives), and school-wide vocabulary-building strategies across the curriculum.

Enrichment opportunities such as Battle of the Books and Academic Games competitions are provided for students at the highest levels of achievement. During the summer, every student is required to read a book from the Sunshine State Readers' Book List and to complete a book project. These projects are presented during the second week of school. Students who do not complete the project are given an instructional lesson and an alternative assignment for partial credit.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring that all students are provided with instruction that will prepare them to be successful in high school and in post-secondary endeavors. Teachers work with their Professional Learning Communities to ensure that all students are immersed in rigorous tasks encompassing the full intent of the standards, that students are actively engaged in building, connecting and applying knowledge, that students are collaborating in a student-centered, personalized learning environment, and that students are empowered and supported through high expectations to be college and career ready.

Teachers have common planning within subject areas and meet weekly by grade level and subject area in Professional Learning Communities (PLC's) to discuss instruction with an emphasis on backwards design. The focus of weekly PLC meetings is collaboration, encouraging teachers to share best practices, discuss standards, align assessments to standards-based instruction, and develop rigorous, real world tasks centered on the academic achievement and well-being of all students. To assist our growing ELL (English Language Learner) population, PLC meetings are scheduled with the teachers of ELL students and regular content area teachers so that they can collaborate on best practices to meet the needs of these students. Additionally, the Professional Learning Communities review data, develop scales, discuss intervention strategies, and create common assessments. An administrative staff member facilitates these discussions, along with a PLC leader.

Departments meet monthly; these meetings focus on standards-based instruction and effective teaching strategies with an emphasis on the teaching principles of Robert Marzano. The Marzano principles embrace the idea that all instructional personnel can continuously improve their practice through the Art and Science of Teaching Framework which encompasses four domains: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism.

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

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

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

The Educator Support Program (ESP) is utilized to support and train staff members who are new to the education field or who do not meet the criteria to be exempted. The ESP contact, in conjunction with the lead mentor, carefully chooses mentors to work with these new educators. The mentor/new educator pairings are primarily based on grade level and content area expertise. Mentors provide the necessary support to enable new educators to complete the ESP program requirements and to successfully enter the teaching profession.

New teachers and teachers new to Wellington Landings attend regularly-scheduled Teacher Orientation Program (TOP) meetings to discuss school procedures and best practices. Various staff members present information at TOP meetings throughout the school year and at a pre-school orientation day that takes place in August before teachers officially report for duty. Support is constantly available through mentors, the ESP contact, the TOP coordinator, the subject-area administrators, and the principal. Collegiality and support are also provided through department meetings and content area Professional Learning Community (PLC) 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.**

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

**b. Instructional Strategies**

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

The Pillars of Effective Instruction guide our practices in providing support to all of our students to ensure academic success. All students are immersed in rigorous tasks encompassing the full intent of the standards being taught. Language Arts and Reading classes, as well as all other subject areas, focus on complex texts, tasks, and talk and on using evidence from the text to create standards-based work samples. Math teachers actively engage students in a coherent progression of mathematical practices that relates new concepts to prior skills and targets the extent of rigor called for by the standards.

Teachers maintain a Data Notebook to monitor the progress of their students with regard to mastery of the standards. Early in the school year, teachers review their previous year's goals and their students' final FSA, EOC, and FCAT results to determine the efficacy of their instruction. Teachers use this information to set goals for the current year. Throughout the year, teachers utilize the most recent FSA, EOC, and FCAT data to identify students in their classes who need remediation. Diagnostic test results are analyzed and teachers use this data to create secondary benchmark lessons. Teachers also incorporate the Unit Standards Assessments (USA's) and Florida Standards Quizzes (FSQ's) as tools to monitor progress and student achievement. The USA's and FSQ's are aligned to the Florida Standards and provide effective measurable data to assist teachers in making instructional decisions to meet the academic needs of their individual students. Teachers use data to drive instruction, to provide students with small group instruction, and to make recommendations for extra assistance through After-School homework help, tutorial sessions during the school day and after school, intensive class placement, etc. Tutorial sessions include ELA tutorials on Monday through Friday 8 AM-9:15 AM, Monday through Thursday and 4 PM-5:30 PM. Summer ELL tutorials were held every Tuesday and Thursday from 9 AM to 12 PM with a focus on literacy. Parents are contacted by teachers and administration when students need to attend classes outside of the instructional day or require a schedule change to accommodate remedial needs.

WLMS also incorporates strategies to ensure that high-achieving students experience continued growth. Students who are performing at high levels are provided enrichment opportunities through their classroom teachers. Additionally, many extra curricular activities such as Academic Games, SECME, Minecraft, Chess Club, Student Government Association (SGA), National Junior Honor

Society (NJHS), Speech and Debate, STEM Science Fair Club, and Battle of the Books help our excelling students to further improve and develop their skills. Accelerated and advanced classes are always encouraged for students who exhibit the ability to perform at these levels.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 29,100

Our Before/After School Program offers homework help, Reading Plus assistance, and FSA tutorial programs in reading, math, and writing. Computer lab access is available daily before and after school. Some of the many enrichment activities offered are Minecraft Club, Robotics Club, Academic Games, SECME, Speech and Debate, Battle of the Books, and Drama Club.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

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

Baldwin, Mary, mary.baldwin@palmbeachschools.org

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

For the tutorial programs, pre-tests are administered to help teachers to individualize the programs based on each student's needs. Post-tests are administered to determine student growth through the tutorial programs. For the other activities and instructional initiatives, student data is also used to determine effectiveness.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Transition preparation begins in the spring for our incoming students. The sixth grade counselor goes to the elementary feeder schools and meets with the students to discuss middle school expectations and opportunities. Elective options are introduced. Additionally, fifth graders are bused to WLMS to attend assemblies that introduce them to the opportunities offered through our Fine Arts Program. In late spring, new students and their parents are invited to attend an evening orientation where they circulate among a variety of booths manned by staff members and students who answer questions

and provide informational pamphlets. In August, sixth graders and all new students are invited to attend a full-day orientation during which they engage in activities that introduce them to the layout of the campus and to WLMS academic and behavioral expectations. While the students follow a rotating schedule showcasing nine different activities, the administrative staff addresses their parents. Students leave the full-day orientation feeling more comfortable in their new surroundings and eager for the first day of school. Many other strategies are also in place to ensure a smooth and supportive transition to middle school.

To assist our eighth graders who are transitioning to high school, the eighth grade counselor meets with staff members from local magnet and feeder high schools and schedules opportunities for them to come to WLMS to share information with WLMS students and answer questions about their programs. High school counselors also come to WLMS to assist with high school class scheduling.

## **b. College and Career Readiness**

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

Students participate in assemblies during the spring in which the counselors review the course selections for the upcoming year. Students are able to make appointments with their grade level guidance counselor to assist with course selections. Feeder high schools and magnet schools are invited to visit WLMS to present information about available programs and opportunities at the high school level. Classroom teachers invite guest speakers to the school to speak to their students about college and career opportunities in various subject areas and career fields.

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

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

In order to help prepare students for College and/or Career Readiness, we offer middle school accelerated science for our 7th graders as well as Earth/Space Science, Algebra 1 Honors, Geometry Honors, Speech and Debate, Fundamentals of Web and Software Development, Emerging Technology in Business, and Spanish I and II as high school credit courses.

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

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

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

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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.

Wellington Landings Middle School continues to lead all district non-magnet middle schools in academic proficiency and learning gains in all measured areas except two. Analysis of our SY17 data indicates a drop of 3 points in learning gains for the lowest 25% students in ELA and a drop of 7 points in the proficiency of 7th grade math students.

### **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.

Large class sizes in reading classes that support the lowest 25% is a barrier to raising ELA scores. Master board scheduling challenges make it difficult for teachers to provide the much needed individualized and differentiated instruction for students to raise their ELA learning gains. In addition, the continued challenge of not having higher level 7th grade math students take the 7th grade FSA requires a broader focus on individualized instruction to meet the academic needs and raise student achievement levels at this grade level.

### **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

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

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

G094798

**Targets Supported** **1b**

Indicator	Annual Target
High School Readiness	100.0
Middle School Acceleration	86.0
Math Achievement District Assessment	83.0
FSA Mathematics Achievement	83.0
Math Gains	78.0
Math Lowest 25% Gains	73.0
ELA Achievement District Assessment	81.0
FSA ELA Achievement	81.0
ELA/Reading Gains	74.0
ELA/Reading Lowest 25% Gains	60.0
Civics EOC Pass	94.0
FCAT 2.0 Science Proficiency	79.0

**Targeted Barriers to Achieving the Goal** **3**

- Limited time is available for remediation during the school day for students in the lowest 25% in both reading and math and for other math students who are struggling to make learning gains.
- Some of our students do not have necessary skills in organization, close reading, critical reading skill analysis, mechanical and conventional processes, vocabulary, or other basic "school ready" skills to show proficiency on the FSA ELA and LAFS writing assessments.
- Due to limited time for cross curriculum sharing of best practices, we face challenges in engaging the Low 25% students in rigorous standards based tasks and with providing a more personalized learning environment in which students take ownership of their learning.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- At WLMS, our resources for reading, writing, and math include but are not limited to: Reading / Language Arts \* Read 180 \* Reading Plus \* Wilson "Just Words" program \* Intensive Reading classes providing additional support with intensive materials \* Support Coach reading comprehension text \* ELA Content Vocabulary \* Vocabulary Workbooks \* Scope magazine and Flocabulary programs to meet ELA benchmarks \* Close Readers \* NY Times Upfront \* PCI Reading Text for full time ESE \* Newsela in both Language Arts and Social Studies classes \* Scholastic Scope \* Ted Ed. \* NPR Podcast \* Classroom readers using high frequency vocabulary, etc. Math: \* Algebra Nation \* Touch Math \* Reflex Math \* Dreambox Math \* Ten Marks Math \* Khan Academy \* Math tutorial assistance and remediation during school and outside of school hours \* SunBay Math program utilizing IPADS \* Intensive Math classes Social Studies: \* Civics tutorial assistance and homework help before and after school hours \* Study Island \* Civics Test Bank (FL. Edition) \* Geography Bee \* Gateway to American Government Workbooks Science: \* Earth/Space Science course \* Accelerated science for 7th grade \* SECME Club \* Robotics Club \* Minecraft Club \* Jurassic Parts Fine Arts: \* Choice Academy for Fine Arts \* Dance classes \* Drama classes \* TV production classes \* Speech and Debate \* Law Studies classes \* Journalism classes \* Yearbook class Multiple Subject Areas: \* Chrome Books and technology in all content areas to deliver instruction and engage students \* Classroom textbooks \* DBQ's \* RACE writer's checklist \* CLS (Content Literacy Strategies) Implementation

- \* Google Classroom for all content areas
  - \* Discovery Education Techbook
  - \* Response boards
  - \* Classroom Performance System (CPS) clickers
  - \* Mobi interwrite pad
  - \* Professional development for Florida Standards
  - \* Professional Learning Team Department meetings
  - \* Subject area common planning
  - \* Grade level content area Professional Learning Community (PLC) meetings once per week minimum
  - \* Grade level meetings
  - \* Individual student data chats
  - \* Tutorial assistance outside of school hours
  - \* Accelerated math and Spanish
  - \* Academic Games
  - \* Content literacy training for all Science and Social Studies teachers
  - \* Industry Certification Courses: Fundamentals of Web and Software Development and Emerging Technology in Business
  - \* Choice Academy for Information Technology
  - \* Computer classes
  - \* Que'tal Magazines
- Administrators conduct non-evaluative walk-throughs and formal and informal evaluations utilizing Marzano as a staff development tool and provide teachers with constructive feedback.
  - Teachers meet with their peers and subject area administrator on a regular basis in monthly subject area PLT (Professional Learning Team) meetings and weekly grade level content area meetings to plan rigorous instruction.
  - At monthly grade level meetings, representatives from each department report on how they are engaging their students in standards-based effective and relevant instruction and how they are supporting reading, writing, and math in their content areas.
  - The Professional Development Team will provide teachers with training during Professional Development Day meetings during which teachers will explore new methods, utilize data to plan instruction, and examine their pedagogical strengths and weaknesses.

### Plan to Monitor Progress Toward G1. 8

Reports and data will be disaggregated to monitor for improvement.

#### **Person Responsible**

Blake Bennett

#### **Schedule**

Annually, from 9/25/2017 to 5/25/2018

#### **Evidence of Completion**

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

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

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

 G094798

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

 B254918

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

 S269337

### Strategy Rationale

Students will grow in reading comprehension, competence, and confidence as they read books and complete book projects.

### Action Step 1 **5**

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

#### Person Responsible

Pamela Park

#### Schedule

Annually, from 9/4/2017 to 5/25/2018

#### Evidence of Completion

Teacher rubrics and grades

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

Projects will be evaluated using a rubric.

**Person Responsible**

Carla Lewis

**Schedule**

Annually, from 9/4/2017 to 5/25/2018

***Evidence of Completion***

Rubrics, teacher gradebooks

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

Student completion and passing rates will be monitored.

**Person Responsible**

Carla Lewis

**Schedule**

Annually, from 9/4/2017 to 5/25/2018

***Evidence of Completion***

Teachers' gradebooks

**G1.B2.S2** Targeted intervention will take place through tutorial programs in math, civics and reading as well as a rotational instructional model implemented through Language Arts classes. Intensive math courses will be used for students who scored a Level 1 or 2 on the previous year's Math FSA. **4**

 S269338

### **Strategy Rationale**

Students who are given additional instruction and remediation above and beyond the regular school day will improve their academic skills and test scores.

### **Action Step 1 **5****

Reading, Civics and Math tutorial programs will be offered before/after school, during the school day on a rotational model, and as pull-outs. Teachers will analyze Reading Plus and Math assessment data including pre and post assessment results and diagnostic data to determine students' needs. Students will be identified and placed in Intensive Math classes.

#### **Person Responsible**

Timothy Fill

#### **Schedule**

Quarterly, from 9/25/2017 to 5/25/2018

#### **Evidence of Completion**

Lesson plans, pre/post test data.

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

Student achievement will be monitored through data analysis. Teachers will use Unit Standards Assessments, (USA's) and Florida Standards Quizzes (FSQ's) as tools to monitor student progress. Teachers will use pre-tests and post-tests to determine effectiveness of remediation. Attendance in tutorial programs will be monitored.

#### **Person Responsible**

Timothy Fill

#### **Schedule**

Monthly, from 9/25/2017 to 5/25/2018

#### **Evidence of Completion**

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

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

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

**Person Responsible**

Timothy Fill

**Schedule**

Monthly, from 9/25/2017 to 5/25/2018

**Evidence of Completion**

District diagnostic and FSA assessment data, Lesson plans, PLC meeting notes and agendas.

**G1.B2.S3** Reading Plus will be implemented school wide through Language Arts classes. 4

 S269339

**Strategy Rationale**

Consistent reading and reading skills practice will enhance ability.

**Action Step 1** 5

Students will use Reading Plus, a technology-based reading program that is individualized based on student needs. Incentives will be provided to encourage all students to reach mastery. Enrichment opportunities will be provided for students who reach mastery.

**Person Responsible**

Mary Baldwin

**Schedule**

Monthly, from 9/25/2017 to 5/25/2018

**Evidence of Completion**

Data from Reading Plus program reports.

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

Reading Plus reports will be reviewed regularly at PLC meetings.

**Person Responsible**

Mary Baldwin

**Schedule**

Quarterly, from 9/25/2017 to 5/25/2018

***Evidence of Completion***

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

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

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

**Person Responsible**

Mary Baldwin

**Schedule**

Quarterly, from 9/25/2017 to 5/25/2018

***Evidence of Completion***

Reading Plus reports and grade reports.

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

B254919

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

S269340

### Strategy Rationale

The Language Arts department will conduct writing workshops providing much needed additional skill development and practice to raise student proficiency levels.

### Action Step 1 5

Writing tutorial workshops will be offered before/after school, as pull-outs, and during language arts classes.

#### Person Responsible

Carla Lewis

#### Schedule

Quarterly, from 9/25/2017 to 5/25/2018

#### Evidence of Completion

Lesson plans, written response data, Palm Beach Performance Assessment data.

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

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

#### Person Responsible

Carla Lewis

#### Schedule

Quarterly, from 9/25/2017 to 5/25/2018

#### Evidence of Completion

Student writing assignments, PBPA data.

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

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

**Person Responsible**

Carla Lewis

**Schedule**

Annually, from 9/25/2017 to 5/25/2018

**Evidence of Completion**

LAFS scores.

**G1.B3.S2** School-wide literacy assignments will be implemented. 4

 S269341

**Strategy Rationale**

If WLMS develops and emphasizes a single school culture focus on literacy, student achievement levels will increase.

**Action Step 1** 5

Students will be given assignments to complete on designated school-wide literacy days.

**Person Responsible**

Judy Warren

**Schedule**

Quarterly, from 9/25/2017 to 5/25/2018

**Evidence of Completion**

Assessment data from project rubrics.

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

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

**Person Responsible**

Judy Warren

**Schedule**

Semiannually, from 9/25/2017 to 5/25/2018

***Evidence of Completion***

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

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

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

**Person Responsible**

Judy Warren

**Schedule**

Semiannually, from 9/25/2017 to 5/25/2018

***Evidence of Completion***

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

**G1.B3.S3** Content Literacy Strategy (CLS) Training will be provided for all Social Studies and Science teachers, who will then infuse these literacy strategies into their lessons. 4

S269342

### Strategy Rationale

Teachers trained in the Content Literacy Strategies (CLS) will infuse effective reading strategies into their content lessons, positively impacting student achievement.

### Action Step 1 5

Social studies and science teachers will infuse reading strategies from their CLS training into their curriculum. Social studies teachers will also infuse literacy strategies through Speech and Debate, Law Studies and Student Government Association (SGA) courses. Enrichment courses and after school clubs in science, technology, engineering, and math will also focus on literacy.

#### Person Responsible

Lindsay Ingersoll

#### Schedule

Biweekly, from 9/25/2017 to 5/25/2018

#### Evidence of Completion

Teacher Lesson Plans.

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

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

#### Person Responsible

Lindsay Ingersoll

#### Schedule

Monthly, from 9/25/2017 to 5/25/2018

#### Evidence of Completion

Teacher lesson plans and data binders.

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

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

**Person Responsible**

Lindsay Ingersoll

**Schedule**

Quarterly, from 9/25/2017 to 5/25/2018

**Evidence of Completion**

Lesson plan review and feedback forms will be collected and kept on file. Teachers will receive one on one coaching and feedback from administration.

**G1.B10** Due to limited time for cross curriculum sharing of best practices, we face challenges in engaging the Low 25% students in rigorous standards based tasks and with providing a more personalized learning environment in which students take ownership of their learning. 2

 B254926

**G1.B10.S1** We will increase our instructional staff's understanding and utilization of the Pillars of Effective Instruction model in their classroom practices by providing professional development through PLC's and PD opportunities. 4

 S269351

**Strategy Rationale**

By developing a school-wide focus on the Pillars of Effective Instruction, the sharing of best practices will be more efficient in increasing student achievement levels.

**Action Step 1 5**

Develop a schedule for instructing PLC leaders on the Pillars of Effective Instruction model during monthly meetings. Empower the PLC leaders to assist teachers in the unpacking of each pillar during PLC meetings to determine the best practices for integrating each element into instruction.

**Person Responsible**

Timothy Fill

**Schedule**

Quarterly, from 9/25/2017 to 4/2/2018

**Evidence of Completion**

Instructional Leadership Team (ILT) meeting notes and agendas, PLC meetings documentation and teacher lesson plans.

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Administration will provide coaching and feedback during PLC meetings and Instructional Leadership Team (ILT) meetings.

**Person Responsible**

Timothy Fill

**Schedule**

Quarterly, from 9/25/2017 to 5/25/2018

**Evidence of Completion**

PLC meeting notes and agendas, teacher lesson plans, informal and formal observations.

**Plan to Monitor Effectiveness of Implementation of G1.B10.S1** 7

The Instructional Leadership Team (ILT) will discuss the implementation of each of the pillars. The ILT team will share the common requirements and needs of each department to effectively emphasize the pillars of effective instruction.

**Person Responsible**

Timothy Fill

**Schedule**

Quarterly, from 9/25/2017 to 5/25/2018

**Evidence of Completion**

ILT meeting notes and agendas, teacher lesson plans and observational data.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B10.S1.A1 A359589	Develop a schedule for instructing PLC leaders on the Pillars of Effective Instruction model during...	Fill, Timothy	9/25/2017	Instructional Leadership Team (ILT) meeting notes and agendas, PLC meetings documentation and teacher lesson plans.	4/2/2018 quarterly
G1.MA1 M384213	Reports and data will be disaggregated to monitor for improvement.	Bennett, Blake	9/25/2017	Growth and proficiency percentage of students on FSA, EOC, FCAT, PBPA, district diagnostics and benchmark assessments.	5/25/2018 annually
G1.B2.S1.MA1 M384183	Student completion and passing rates will be monitored.	Lewis, Carla	9/4/2017	Teachers' gradebooks	5/25/2018 annually
G1.B2.S1.MA1 M384184	Projects will be evaluated using a rubric.	Lewis, Carla	9/4/2017	Rubrics, teacher gradebooks	5/25/2018 annually
G1.B2.S1.A1 A359575	All students will choose a book from the Sunshine State book list and complete a book report...	Park, Pamela	9/4/2017	Teacher rubrics and grades	5/25/2018 annually
G1.B3.S1.MA1 M384189	Student progress in written expression will be monitored through assessment results.	Lewis, Carla	9/25/2017	LAFS scores.	5/25/2018 annually
G1.B3.S1.MA1 M384190	Student progress in written expression and evidence-based writing will be monitored through data...	Lewis, Carla	9/25/2017	Student writing assignments, PBPA data.	5/25/2018 quarterly
G1.B3.S1.A1 A359578	Writing tutorial workshops will be offered before/after school, as pull-outs, and during language...	Lewis, Carla	9/25/2017	Lesson plans, written response data, Palm Beach Performance Assessment data.	5/25/2018 quarterly
G1.B10.S1.MA1 M384211	The Instructional Leadership Team (ILT) will discuss the implementation of each of the pillars. The...	Fill, Timothy	9/25/2017	ILT meeting notes and agendas, teacher lesson plans and observational data.	5/25/2018 quarterly
G1.B10.S1.MA1 M384212	Administration will provide coaching and feedback during PLC meetings and Instructional Leadership...	Fill, Timothy	9/25/2017	PLC meeting notes and agendas, teacher lesson plans, informal and formal observations.	5/25/2018 quarterly
G1.B2.S2.MA1 M384185	Student progress will be monitored through assessment data. Data analysis will be conducted through...	Fill, Timothy	9/25/2017	District diagnostic and FSA assessment data, Lesson plans, PLC meeting notes and agendas.	5/25/2018 monthly
G1.B2.S2.MA1 M384186	Student achievement will be monitored through data analysis. Teachers will use Unit Standards...	Fill, Timothy	9/25/2017	Post test data, FSA assessment data, USA and FSQ data.	5/25/2018 monthly
G1.B2.S2.A1 A359576	Reading, Civics and Math tutorial programs will be offered before/after school, during the school...	Fill, Timothy	9/25/2017	Lesson plans, pre/post test data.	5/25/2018 quarterly
G1.B3.S2.MA1 M384191	Assistance will be provided by support staff to effectively implement each of the lessons and to...	Warren, Judy	9/25/2017	All student work will be graded and recorded, and data results will be shared with teachers. Discussions will take place to identify areas of instructional need.	5/25/2018 semiannually
G1.B3.S2.MA1 M384192	A list of students and graded work will be compiled for monitoring purposes.	Warren, Judy	9/25/2017	Student work will be collected and graded. A review of all work will be conducted to analyze the results and to make a plan for the next steps.	5/25/2018 semiannually
G1.B3.S2.A1 A359579	Students will be given assignments to complete on designated school-wide literacy days.	Warren, Judy	9/25/2017	Assessment data from project rubrics.	5/25/2018 quarterly
G1.B2.S3.MA1 M384187	Teachers will collect data on task completion and mastery of skills through student portfolios.	Baldwin, Mary	9/25/2017	Reading Plus reports and grade reports.	5/25/2018 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
G1.B2.S3.MA1  M384188	Reading Plus reports will be reviewed regularly at PLC meetings.	Baldwin, Mary	9/25/2017	Reading Plus reports, Diagnostic data, FSA and EOC data.	5/25/2018 quarterly
G1.B2.S3.A1  A359577	Students will use Reading Plus, a technology-based reading program that is individualized based on...	Baldwin, Mary	9/25/2017	Data from Reading Plus program reports.	5/25/2018 monthly
G1.B3.S3.MA1  M384193	Lesson plan feedback will be provided to the teachers at the end of each nine week grading period.	Ingersoll, Lindsay	9/25/2017	Lesson plan review and feedback forms will be collected and kept on file. Teachers will receive one on one coaching and feedback from administration.	5/25/2018 quarterly
G1.B3.S3.MA1  M384194	Teacher lesson plans will be monitored for evidence of CLS strategies by administrator.	Ingersoll, Lindsay	9/25/2017	Teacher lesson plans and data binders.	5/25/2018 monthly
G1.B3.S3.A1  A359580	Social studies and science teachers will infuse reading strategies from their CLS training into...	Ingersoll, Lindsay	9/25/2017	Teacher Lesson Plans.	5/25/2018 biweekly

## V. Professional Development Opportunities

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

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

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

**G1.B2.S3** Reading Plus will be implemented school wide through Language Arts classes.

### PD Opportunity 1

Students will use Reading Plus, a technology-based reading program that is individualized based on student needs. Incentives will be provided to encourage all students to reach mastery. Enrichment opportunities will be provided for students who reach mastery.

#### Facilitator

Lois Weber

#### Participants

New Language Arts teachers will receive training in Reading Plus.

#### Schedule

Monthly, from 9/25/2017 to 5/25/2018

**G1.B3** Some of our students do not have necessary skills in organization, close reading, critical reading skill analysis, mechanical and conventional processes, vocabulary, or other basic "school ready" skills to show proficiency on the FSA ELA and LAFS writing assessments.

**G1.B3.S2** School-wide literacy assignments will be implemented.

### PD Opportunity 1

Students will be given assignments to complete on designated school-wide literacy days.

#### Facilitator

Judy Warren

#### Participants

All content area teachers.

#### Schedule

Quarterly, from 9/25/2017 to 5/25/2018

**G1.B3.S3** Content Literacy Strategy (CLS) Training will be provided for all Social Studies and Science teachers, who will then infuse these literacy strategies into their lessons.

### **PD Opportunity 1**

Social studies and science teachers will infuse reading strategies from their CLS training into their curriculum. Social studies teachers will also infuse literacy strategies through Speech and Debate, Law Studies and Student Government Association (SGA) courses. Enrichment courses and after school clubs in science, technology, engineering, and math will also focus on literacy.

#### **Facilitator**

Lindsay Ingersoll

#### **Participants**

All new social studies and science teachers who have not been previously trained will receive training.

#### **Schedule**

Biweekly, from 9/25/2017 to 5/25/2018

**G1.B10** Due to limited time for cross curriculum sharing of best practices, we face challenges in engaging the Low 25% students in rigorous standards based tasks and with providing a more personalized learning environment in which students take ownership of their learning.

**G1.B10.S1** We will increase our instructional staff's understanding and utilization of the Pillars of Effective Instruction model in their classroom practices by providing professional development through PLC's and PD opportunities.

### **PD Opportunity 1**

Develop a schedule for instructing PLC leaders on the Pillars of Effective Instruction model during monthly meetings. Empower the PLC leaders to assist teachers in the unpacking of each pillar during PLC meetings to determine the best practices for integrating each element into instruction.

#### **Facilitator**

Timothy Fill

#### **Participants**

Instructional Staff

#### **Schedule**

Quarterly, from 9/25/2017 to 4/2/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B10.S1.A1	Develop a schedule for instructing PLC leaders on the Pillars of Effective Instruction model during monthly meetings. Empower the PLC leaders to assist teachers in the unpacking of each pillar during PLC meetings to determine the best practices for integrating each element into instruction.				\$0.00
2	G1.B2.S1.A1	All students will choose a book from the Sunshine State book list and complete a book report project.				\$0.00
3	G1.B2.S2.A1	Reading, Civics and Math tutorial programs will be offered before/after school, during the school day on a rotational model, and as pull-outs. Teachers will analyze Reading Plus and Math assessment data including pre and post assessment results and diagnostic data to determine students' needs. Students will be identified and placed in Intensive Math classes.				\$21,880.89
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	1701 - Wellington Landings Middle	Other		\$14,950.21
			<i>Notes: A+ - Teachers' Salaries</i>			
		100-Salaries	1701 - Wellington Landings Middle	Other		\$6,930.68
			<i>Notes: SAC Funds - Teachers' Salaries</i>			
4	G1.B2.S3.A1	Students will use Reading Plus, a technology-based reading program that is individualized based on student needs. Incentives will be provided to encourage all students to reach mastery. Enrichment opportunities will be provided for students who reach mastery.				\$0.00
5	G1.B3.S1.A1	Writing tutorial workshops will be offered before/after school, as pull-outs, and during language arts classes.				\$0.00
6	G1.B3.S2.A1	Students will be given assignments to complete on designated school-wide literacy days.				\$0.00
7	G1.B3.S3.A1	Social studies and science teachers will infuse reading strategies from their CLS training into their curriculum. Social studies teachers will also infuse literacy strategies through Speech and Debate, Law Studies and Student Government Association (SGA) courses. Enrichment courses and after school clubs in science, technology, engineering, and math will also focus on literacy.				\$0.00
					<b>Total:</b>	<b>\$21,880.89</b>