

Alachua County Public Schools

Westwood Middle School



2018-19 Schoolwide Improvement Plan

Westwood Middle School

1262 NW 31ST DRIVE, Gainesville, FL 32605

<https://www.sbac.edu/westwood>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	B*

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/16/2018.

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.

2018-19 DA Category and Statuses for Westwood Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Westwood Middle School creates an environment where all students are able to learn and achieve college and career readiness in a safe environment.

b. Provide the school's vision statement.

Westwood Middle School: is a place where all students can learn to be college and career ready and achieve their potential.

2. School Environment

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

The school year begins with a meeting with a demographic breakdown of the student body (and how ratios compare to that of the staff). Being that Westwood is an ESOL center for the district has made us acutely aware of cultural sensitivity. With non-English speakers from multiple countries, the staff has come to rely on non-verbal cues, oftentimes based on our collective knowledge of those cultures. You can also find Westwood staff doing home visits and attending extracurricular activities to interact with our students and their families in a non-school settings.

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

To meet the needs of those families who must deliver their children early, we have accommodated them by opening our media center a full two hours before our first tardy bell. While there (out of the elements and under supervision), students have an opportunity for an extended study period before the actual school day begins. Westwood's classroom assignments attempt to split grades 6-8 apart geographically as much as possible. Students are physically separated by the three main hallways, they have separate "staging areas" in the morning as they arrive to school, and they dine apart from one another as well. We have a resource officer assigned to the school as well as two deans, two counselors, three administrators, and a staff required to be in the hallways during class changes. Teachers also walk their students to and from lunch. Westwood has a school wide procedural discipline plan, which was created by volunteer committee. We have also developed a critical incident plan in concert with the Alachua County Sheriff's Office and members of the Gainesville Police Department SWAT team (who train annually on our campus). Safety drills include the realms of bus safety, fire drills, inclement weather drills, lockdown drills, as well as ALICE discussions. Rallying points (in case of evacuation) have been coordinated with neighboring organizations.

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.

A school-wide procedural discipline plan was rewritten by volunteer committee several years back and refined annually. Our rules and safety procedures are discussed within classrooms and on closed-circuit television extensively in the first week of school and regularly throughout the year. Teachers teach expectations and students know them as the "Westwood Way." In addition to informal

warnings, calls home from teachers, and "off-the-books" conferencing, Westwood has instituted a time-out system where egregious classroom disruptions are dealt with by the student being sent to a neighboring class and the teacher calling home. The third time-out (per classroom) results in a discipline referral to the deans. The system provides several chances for the student to correct his/her minor behavior issues before anything goes on record. Teachers are retrained yearly with special emphasis on staff members who are new to Westwood. Data is generated for regular Student Services meetings, and red flags are followed by action plans, whether they be a student who is accruing referrals or a teacher who is generating an disproportionate number of them. Westwood also has a substantial P.B.S. (Positive Behavior Support) program that includes school-wide events both on and off campus, a token economy, and a lavish school store.

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 vast majority of discipline referrals generated at Westwood come from students on free or reduced lunch. Many families are stretched thin, oftentimes with a single parent or the grandparents doing the child-rearing. Westwood has continued with our mentoring program. Students were chosen by our Student Services Team, teacher recommendation, information culled from the county database, and data pulled from a separate database used to determine eligibility for our Positive Behavior Support events. Westwood also partners with multiple community agencies such as Corner Drug Store, Alachua's Reichert House, System of Care, and we are the center school for the regional Interface program. The Corner Drug Store's Project SUCCESS provides a mentor at our school that supports students with the greatest need. Students meet with the mentor during lunch and their elective periods to discuss preventive strategies (including but limited to drug prevention, de-escalation strategies, and academic counseling).

Westwood has two full-time counselors. In addition to seeing students when in crisis, they teach small groups based on need (grief, conflict resolution, etc.). Several units are taught throughout the year in classroom settings as well. The staff has also had Trauma Sensitive Training provided by a counselor and dean. The teachers and staff were provided with strategies to support students in traumatic events and how to seek help for these 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.

Westwood Early Warning System is integrated into the school's Student Services meetings, Professional Learning Communities, and various data chats (generated by both the county computer database as well as password-protected shared Google documents). Indicators include (but are not limited to) team students of concern, numbers of time-out's, numbers of referrals, numbers of tardies, abrupt shifts in personality, documented gang affiliation, attendance below 90 percent (regardless of excused or unexcused), one or more suspensions, whether in school or out of school, course failure in English/Language Arts, or mathematics Level 1 score on the statewide standardized assessments in English/Language Arts or mathematics

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	35	40	46	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	12	38	50	0	0	0	0	100
Course failure in ELA or Math	0	0	0	0	0	0	28	22	52	0	0	0	0	102
Level 1 on statewide assessment	0	0	0	0	0	0	126	93	128	0	0	0	0	347

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	41	42	68	0	0	0	0	151

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

Students exhibiting two or more indicators have an EPT (educational planning team) meeting or IEP meeting if a student is of special needs. Other interventions include (but are not limited to) student conferencing, parent contact, parent conferencing, analysis of student schedules, meetings with counselors, meetings with mentors, positive referrals, PBS events and its token economy, task accommodations and modifications (if warranted), and incentive trips.

Westwood has also instituted school-wide initiatives in conjunction with our AVID program (Advancement via Individual Determination). All teachers use an agenda, school wide notebook organization system and notebook checks, focused note taking, as well as WICOR (Writing Inquiry Collaboration Organization and Reading strategies). Teachers will begin with a warm-ups and incorporate WICOR throughout their lessons. Students will use common agendas for recording important due dates, homework, and communication between home and school as well as a single 3" binder for use with all subjects.

Parents also have access to a parent portal to keep abreast of real-time changes to grades, attendance, and formal behavior infractions. There is also a smart phone app to use in conjunction with the portal.

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

Westwood has a robust volunteer program and active parent/teacher organization. The total number of documented volunteer minutes was 6,587 from 525 total volunteers. Our volunteer coordinators actively recruit parents for activities such as our parent/teacher organization (PTO), science fair judging, career day, chaperoning, partner breakfasts, fund-raising, band boosters, mentoring, classroom help, assistance in the media center, sports, and coverage for certain areas of the school. Westwood has several non-mandated night meetings over the course of the year. These have included (but are not limited to) science fair help, Internet safety, transition to high school, standardized test information as well as other open houses and meet-the-teacher events. In addition to district and school websites, Westwood also creates four quarterly newsletters. A parent portal also allows parents to keep abreast of their child's real-time progress with regard to grades, behavior, and attendance. In addition to what has been mentioned, Westwood's morning meeting calendar is full. We strive to involve parents at early signs of academic and behavioral misadventure to avert larger issues further along.

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 has partnered with multiple local businesses in order to assist with our Positive Behavior Support program. Publix, Chain Reaction Bikes, Cici's Pizza, Adam's Ribs, Wal-Mart, PDQ, Vargas Dentistry, Gainesville Dojo, and McCallum Cabinetry have all contributed in kind services to aide Westwood. While some organizations donated goods or money, several family nights were hosted at local eateries.

Westwood also works closely with the Reichert House, Meridian Healthcare, the local Department of Child and Family Services, the University of Florida (mentoring, volunteering, and internships), and other volunteer organizations.

Working this year with the Parent Academy of ACPS - new program Parent University - we are working to bring awareness to parents on ways to get information and what information to ask for. Giving them ways to support their child to be career and college ready.

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
Burney, Daniel	Principal
Teller, Keith	Dean
Kanji, Jill	School Counselor
MacEwan, Jennifer	School Counselor
McGraw, Barbara	Teacher, K-12
Charbonnet, Sara	Teacher, K-12
Howell, Bill	Teacher, K-12
Stanford, Ginger	Assistant Principal
Oyenarte, Stacie	Teacher, K-12
Litchfield, Carrie	Teacher, K-12
Wilson, Jeffrey	Dean
Guido, Kim	Assistant Principal
MacCord, Amy	Teacher, K-12

b. Duties

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

Instructional Leaders in each department were trained by district coaches and, in turn, have given guidance at the school level. The district team created a scope and sequence for their respective subject areas that are aligned to Florida Standards and Quarterly assessments (AIMS that will be administered to all Math, Science, ELA and Civics classes). Teachers will have access to data in a timely manner and the opportunity to review and remediate topics of need.

The general education teachers serve as content area experts. They will be involved in data collection, implementation of Tier 1 instruction and interventions and collaboration with other staff members to implement tier 2 interventions.

The exceptional student education teachers (ESE) will participate in data collection, will integrate instruction into Tier 2 and 3 activities, and will collaborate with general education teachers with activities such as co-teaching.

The school psychologist will be involved with data collection and analysis as well as consultation on appropriate Tier 2 and 3 interventions.

Deans and guidance counselors will be involved with data collections and analysis, intervention strategies, progress monitoring, as well as provide a conduit to appropriate outside agencies that may be an aspect of appropriate intervention strategies.

The administration and department chairs ensure that lessons are aligned to district and state standards and the instructional timeline.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school-based RtI Leadership Team will serve as the hub for data and data analysis as well as the chief conduit for the flow of information and training. The team or its sub-committees will meet regularly to analyze data, discuss and implement intervention strategies, monitor progress, evaluate effectiveness, communicate with other agencies, schools, and district personnel, and identify areas of need with regard to professional development.

Westwood's free/reduced lunch program is part of the federal supplemented food service program.

The county homeless coordinator is funded through Title 10 monies. Westwood is an ESOL center for the middle grades. ESOL is funded through Title 3.

The district teacher and administrative trainings fall under Title 2. This would also include mentors, reading coaches, and teacher coaches as well as violence prevention and anti-bullying campaigns.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Daniel Burney	Principal
Laura Lambes	Education Support Employee
David Dixon	Teacher
Elizabeth Rowe	Business/Community
Donna Dotts	Business/Community
Enrique Vargas	Business/Community
Sherry Moore	Parent
Melissa Whitmore	Parent
Freddie Perez	Business/Community
Brian Duffield	Parent
Hollie Greer	Business/Community
Aaron Garlock	Teacher
Amy MacCord	Teacher

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

A year-end meeting was scheduled to go over the results of School Advisory Council surveys as well as progress toward the goals set in last year's school improvement plan. This proved difficult as much of the data the SAC wished to analyze was not released from the state. As the year progresses, the School Advisory Council will be apprised of progress and/or obstacles toward those ends.

b. Development of this school improvement plan

The school advisory council has worked in concert with the administration to determine the best course of action, based on shared information from progress monitoring. This process translates to school improvement goals.

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

Progress monitoring will occur throughout the year and will be shared with the school advisory council in order to re-examine school improvement goals. The SAC will also determine the most appropriate need for the expenditure of Lotto and Advanced Placement monies, including the possibility of mini-grants (worth up to \$250 for those applying).

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

\$111.84 - Robotics expenses (supplies)
\$136.50 - Growth Mindset Books
\$570.00 - Positive Behavior Support
\$839.24 - Common Planning Release Days
\$945.00 - Equipment (calculators for advanced math coursework)
\$4,852.22 - Tutoring (math and G.A.P.S. tutors)
\$1,879.96 - Standing Room Only Program
\$5,614.00 - F.I.S.H. Philosophy Consultants
\$14,199.07 - Salary supplements (for non-12 month employees)

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
Burney, Daniel	Principal
	Assistant Principal
McGraw, Barbara	Teacher, K-12
Stanford, Ginger	Assistant Principal
Oyenarte, Stacie	
Swal, Shawn	Instructional Technology
Manduley, Odalis	Instructional Media
MacCord, Amy	Teacher, K-12

b. Duties

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

The focus of the LLT for this school year is to improve student skill with contextual reading to enhance a greater understanding of texts as well as broaden vocabulary.

Regularly scheduled progress monitoring will occur through use of the AIMS. assessment. Teachers will analyze in departments and grade levels the results of writing assessments and ELA reading assessments. They will focus on student mastery of benchmarks and retention through the year. Response-to-Intervention (RtI) will aide in identifying and remediating students in need of additional resources. A push for more interactivity with technology will be used to increase student motivation.

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.

A minimum of two common planning days for each department will be implemented, focusing on AIMS data, WICOR strategies, and standards-based planning. Professional Learning Communities by department have been expanded upon since last school year. Teacher were surveyed and picked the PLC of their choice to participate in, allowing teachers to focus their energy to work with peers improve in targeted areas. A more structured approach along shared literature and data points has provided a narrower focus to better address teacher strategies and student achievement. Teachers have developed the plan of professional development that will support their instructional methods and students. A minimum of twenty teachers will be involved with focused walk-through training with peer observations.

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

At the county level, each applicant receives a background check both for education and criminal standing (Beverly Finley). The school tailors professional development plans to subject areas and individuals, and staff development opportunities are regularly offered (administrative staff). Beginning teachers are mentored through a district-wide program and has on-site visits to support their development during their first year. The beginning teachers also work in cohorts to share ideas, learn new techniques that specialize in classroom management, instructional techniques to increase Depth of Knowledge.

Within the school, the administration team works to support teachers who are struggling with techniques that are evident in their classroom walk-through's. Teachers who need support receive coaching, mentoring with skills, opportunities to visit and observe co-teachers who are have more success with the particular area they are wanting to improve.

The district has an annual recruitment fair to assist in the filling of teaching positions (district personnel and administrative staff). Grade level teams and departments are available for support (Team Leaders, Department Chairs, and administration).

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

In addition to informal mentoring and coaching opportunities with colleagues and administration, the district provides a mentor for all new teachers. Mentoring includes (but is not limited to) conferencing, workshops, and observations with feedback.

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.

Instructional materials were adopted from an approved list by the state. County adoption committees are formed to examine any potentially new materials with state standards firmly in mind.

Teachers follow instructional scope and sequences that have been developed by the county's instructional leaders. The scope and sequences have been aligned to the Florida standards and mastery of benchmarks for each quarter are measured through Alachua Instructional Monitoring System exams that were developed from test questions that instructional leaders also aligned to Florida Standards. The rigor and complexity of benchmarks is a focus of our district and school. Teachers work in Instructional Focus department level groups to plan several times a month to ensure lessons are working at the highest rigor and increasing consistency across the subject area and grade level.

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 teachers use exit and entrance tickets to verify students understanding and retention of concepts taught. It is used to determine learning groups and how to differentiate instruction. Quarterly teachers administer AIMS (Alachua Instructional Model System) assessments (in Math, Science, ELA and Civics) to verify student mastery of benchmarks taught previously. The data is used to reteach and support students needs. Instruction is tailored to meet the needs of the students based on these test results as well as curriculum-based assessments. Students who demonstrate significant deficiencies are re-mediated with supplemental materials and alternative instructional strategies. Remediation materials include remediation sections of the textbook, skill-specific websites- Algebra Nation, ICivics website and other resources that support state standards and alternative researched-based curriculum like Read 180. Alternative instructional strategies include cooperative learning, learning stations, and small group instruction. Teachers utilize resources like cPALMS and FSAssessments to prepare students for upcoming standardized tests. Students are scheduled into leveled courses from advanced to intensive depending on test results.

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: After School Program

Minutes added to school year: 21,600

Westwood's EDEP after school day program provides tutoring for the full two hours over its 180 day year. Instructors use both small group and individual instruction in areas of need.

Strategy Rationale

Westwood wishes to offer extra help and instruction for those students wishing to receive it. This is especially important as some family units don't have the means to aid the student due to lack of skills, lack of time, or other barriers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Derora, deroraw@gmail.com

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

Standardized test scores as well as results from progress monitoring will be collected for those students taking advantage of tutoring opportunities vs. those who don't in similar coursework.

Strategy: Extended School Day

Minutes added to school year: 17,280

21st Century

Strategy Rationale

Westwood's 21st Century after school day program provides tutoring for the full two hours four days a week program. Instructors use both small group and individual instruction in areas of need.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Alexaitis, Cheryl, alexaicc@gm.sbac.edu

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

Standardized test scores as well as results from progress monitoring will be collected for those students taking advantage of tutoring opportunities vs. those who don't in similar coursework. The program also collects their own data targeting the topic of area of academic enrichment beyond the tutoring support with a pre and post test.

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.

For incoming students who are transitioning, we provide the county information packet, distributed to all 5th graders. In the Spring, we hold an open house for students interested in Westwood as well as our Cambridge and our GAPS program. Parents and students have opportunities to ask questions, see our program highlights, and meet teachers. There is shadowing available for incoming students. We hold transition meetings for Special Education students before they enter the 6th grade. The school counselors meet with all the elementary schools to discuss any specific needs of the incoming students. There is a 6th Grade orientation in May and a Meet the Teacher event in August. When students arrive for the school year, there is a special 6th grade assembly, and they receive classroom guidance during the first month of school to help with the adjustment. School wide, we use a one notebook system to organize and manage an increased number of classes and teachers. Teachers in sixth grade allow time to promote organizational skills.

For outgoing students, Westwood provides classroom guidance on high school options and magnet programs. There is an additional high school parent night in November. In January, the students receive the Plan for the Future guide provided by the county and a presentation on that information. Students are offer shadowing and open houses at all the high schools. Transition meetings are held for our special education students. The counselors meet in the summer with the high schools to discuss any specific needs of the outgoing students.

School counselors partner with our feeder elementary schools to host parent nights for incoming sixth graders.

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.

Westwood begins focusing on academics from day one, informing students of their need to successfully complete credits to move on to high school.

At the end of each year, students are recommended for appropriate class placement, determined by standardized test scores, prior class completion, levels of ability, and staff recommendations. In addition, supplemental classes or tutoring are offered for students who are struggling with academic success. There is the opportunity for students to work on credit retrieval through CROP in the Spring and Summer. The students also have the option to take virtual e-School courses during their elective period to retrieve credits in which they may be deficient.

In 8th grade, all students participate in and complete a course called College and Career Planning. The counselors meet monthly to present and explore topics such as personality inventories, career choices, high school magnet programs, and high school graduation standards. Emphasis is placed on individualized choices, based on personality types and academic prowess. An individual 4-year plan is formulated for each student, focusing on specific coursework to help them in their future endeavors.

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

Through our year-long computer program course, students have the opportunity to earn industry certification in Microsoft products.

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

Strategies for improving student readiness for the public post-secondary level include incorporating higher-level learning into the curriculum, encouraging students to take more rigorous coursework through our Cambridge, Gifted, and GAPS (Gateway to Advanced Placement Success) programs, and integrating standardized test-taking strategies into daily instruction. School-wide, Westwood uses Cornell Notes and a single binder to increase organization along with a focus on study skills.

The G.A.P.S. program's main thrust is to provide a boost to those students who could potentially be successful in advanced placement classes. The program provides an extra support class as the students' elective coursework as well as some integrated school-wide initiatives such as Cornell Notes and a single binder for organizational purposes. Students have opportunities to explore a monthly career option through a guest speaker, tour local as well as other state Universities and colleges, and showcase their learning in two evening events during the school year.

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

N/A

II. Needs Assessment

The school's completion of this 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.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase use of strategies that increase students' abilities to process and retain concepts and standards into long-term storage and retrieval. This will be indicated by classroom snapshots that will be totaled for the year. A target goal is that 70% of the teachers (as observed in snapshots/walk-through's) will use high-yield strategies.
- G2.** Students will gain greater access to advanced learning opportunities through rigorous science courses, in an effort to be college-ready. The latter will be determined by numbers of students passing courses with a C grade in science from AVID elective courses.
- G3.** Students will increase the ELA scores by 5% with greater efficiency in supporting literacy across the content areas with text evidence focused on key ideas and details.

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. Increase use of strategies that increase students' abilities to process and retain concepts and standards into long-term storage and retrieval. This will be indicated by classroom snapshots that will be totaled for the year. A target goal is that 70% of the teachers (as observed in snapshots/walk-through's) will use high-yield strategies. 1a

G100725

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers comfort with high yield strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training for administrators and instructional leaders.
- Time in faculty meetings to focus on using focused notetaking- to model and train
- Dedicated time in Instructional Focus (department level) meetings and collaborative planning day to focus on incorporating into curriculum.
- Expectation of appraisal/observation indicators that teachers use these strategies to increase students success rates on EOC exams and other testing (such as AIMS).

Plan to Monitor Progress Toward G1. 8

Observation of 70% usage rate of high-yield strategies during classroom walk-through's.

Person Responsible

Daniel Burney

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Tallying of high-yield strategies as observed during classroom walk-through's.

G2. Students will gain greater access to advanced learning opportunities through rigorous science courses, in an effort to be college-ready. The latter will be determined by numbers of students passing courses with a C grade in science from AVID elective courses. 1a

G100726

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Scheduling conflicts that prevent access to the coursework
- Students' perceived reading levels due to FSA ELA exam

Resources Available to Help Reduce or Eliminate the Barriers 2

- Tutoring through AVID elective class, EDEP program, 21st Century grant-funded program, and tutoring through our National Junior Honor Society. Scheduling ability to facilitate AVID classes as an elective and allow for access to Advance Science classes.

Plan to Monitor Progress Toward G2. 8

Monitoring numbers of students who could qualify for AVID elective vs. those who have mid 3 or higher FSA scores in Reading.

Person Responsible

Ginger Stanford

Schedule

On 8/31/2018

Evidence of Completion

Percentage of students requesting who could qualify for AVID elective vs. those who have mid 3 or higher FSA scores in Reading.

G3. Students will increase the ELA scores by 5% with greater efficiency in supporting literacy across the content areas with text evidence focused on key ideas and details. 1a

G100727

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	61.0

Targeted Barriers to Achieving the Goal 3

- Time to access strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- School improvement dollars to provide collaborative planning days for ELA and Social Studies teachers. During this time they will have text-based writing training, using FSA released information through the District ELA teacher supervisor, Time allocated to Instructional Focus (departmental) planning for text-based writing multiple times per month, Use and support of district ELA Teacher Supervisor, writing-based rubric analysis training to create commonality in the scoring process, especially in AIMS testing. Using Instructional Focus departmental time throughout the year, the ELA department will work on a school-wide writing plan to increase students' understanding and mastery of the writing process. The students in AVID elective will also have additional time and practice with additional writing assessments.

Plan to Monitor Progress Toward G3. 8

Students ELA scores with increase by 5%.

Person Responsible

Ginger Stanford

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Monitoring of quarterly AIMS assessment, informal assessments, and ultimately, the FSA.

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. Increase use of strategies that increase students' abilities to process and retain concepts and standards into long-term storage and retrieval. This will be indicated by classroom snapshots that will be totaled for the year. A target goal is that 70% of the teachers (as observed in snapshots/walk-through's) will use high-yield strategies. **1**

 **G100725**

G1.B2 Teachers comfort with high yield strategies. **2**

 **B271724**

G1.B2.S1 Inservice opportunities to further familiarize the staff with focused note taking **4**

 **S287684**

Strategy Rationale

The more the instructional staff is exposed to focused note taking, the more comfortable they will be in implementing those strategies.

Action Step 1 **5**

Inservice with regard to focused note taking strategies. Monthly focus during faculty meeting

Person Responsible

Ginger Stanford

Schedule

Monthly, from 8/13/2018 to 3/20/2019

Evidence of Completion

Sign-in sheets for inservice, frequency of high-yield strategies being used as evident through walk-through's and formal observations.

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

Inservice with regard to focused note taking. Monthly focus in faculty meetings

Person Responsible

Kim Guido

Schedule

Monthly, from 8/13/2018 to 3/20/2019

Evidence of Completion

Sign-in sheets for inservice, frequency of focused note taking being used as evident through walk-through's and formal observations.

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

Debriefing sessions with AVID site team as well as department chairs

Person Responsible

Jill Kanji

Schedule

Daily, from 8/13/2018 to 3/20/2019

Evidence of Completion

Frequency of focused of note taking being planned, expected and seen in classroom walk throughs

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

Frequency and feedback of high yield strategies when doing classroom walk through.

Person Responsible

Daniel Burney

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Tallies from classroom walk throughs.

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

Effective planning to implement strategies during department level collaborative planning days.

Person Responsible

Ginger Stanford

Schedule

Semiannually, from 10/22/2018 to 2/15/2019

Evidence of Completion

Teacher will write summary of lesson and reflect on effectiveness of implementation of high yield strategies including but not limited to WICOR.

G2. Students will gain greater access to advanced learning opportunities through rigorous science courses, in an effort to be college-ready. The latter will be determined by numbers of students passing courses with a C grade in science from AVID elective courses. 1

G100726

G2.B2 Scheduling conflicts that prevent access to the coursework 2

B271727

G2.B2.S1 Schedule with a priority on getting the proper students in the advance science class. Identify students through AVID criteria and teacher recommendation. 4

S287685

Strategy Rationale

Schedules must begin with a priority on AVID electives and critical advanced science classes then the academic classes in mind, it would preclude many students from taking these classes.

Action Step 1 5

Prioritize providing and building the master schedule to give access to Advance Science Courses

Person Responsible

Ginger Stanford

Schedule

Daily, from 5/1/2018 to 8/31/2018

Evidence of Completion

70% of AVID students taking advanced courses.

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

Monitoring numbers of students who have FSA scores mid 3 range or higher that could be successful in Advance science

Person Responsible

Ginger Stanford

Schedule

On 8/31/2018

Evidence of Completion

Percentage of students who qualify for AVID elective courses or have higher mid 3 or high FSA scores.

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

Monitoring numbers of students who could qualify for AVID elective vs. those who have mid 3 or higher FSA scores in Reading.

Person Responsible

Ginger Stanford

Schedule

On 8/31/2018

Evidence of Completion

Percentage of students requesting AVID vs. those who have mid 3 or higher FSA scores in Reading.

G2.B4 Students' perceived reading levels due to FSA ELA exam 2

 B271729

G2.B4.S1 Increase 2.5 bucket list students' accessibility to advanced coursework and higher expectations in Science. 4

 S287686

Strategy Rationale

Students will have exposure to high achieving students which will help increase scores and close the achievement gap.

Action Step 1 5

All students will participate in a small group or individual science fair project.

Person Responsible

Sara Charbonnet

Schedule

On 12/13/2018

Evidence of Completion

Pre-assessment and AIMS quarter one scores.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Teachers will meet bi-weekly to plan and implement strategies to support reading standards and nature of science labs.

Person Responsible

Sara Charbonnet

Schedule

On 5/31/2019

Evidence of Completion

Compare all quarters of science AIMS scores.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

College mentors will work with students to ensure understanding of complex material and concepts related to their experiments

Person Responsible

Sara Charbonnet

Schedule

On 5/1/2019

Evidence of Completion

Comparing all quarter AIMS science scores.

G3. Students will increase the ELA scores by 5% with greater efficiency in supporting literacy across the content areas with text evidence focused on key ideas and details. 1

 G100727

G3.B1 Time to access strategies 2

 B271730

G3.B1.S2 Creating opportunities for Instructional Focus department level meetings that will increase common language development. 4

 S287688

Strategy Rationale

While grade-level teaming facilitates logistic concerns, subject-centered teaming encourages an academic focus and allows the instructional leaders to share their expertise in which they have been trained..

Action Step 1 5

Creating opportunities for Instructional Focus department level meetings.

Person Responsible

Ginger Stanford

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Successful implementation of meetings

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Creating opportunities for Instructional Focus department level meetings.

Person Responsible

Ginger Stanford

Schedule

Triannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Completion of agenda tasks (as determined by APC and department chairs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Monitoring effectiveness of Instructional Focus department level meetings.

Person Responsible

Ginger Stanford

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Monitoring of quarterly AIMS assessment, informal assessments, and ultimately, the FSA.

V. Professional Development Opportunities

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

G1. Increase use of strategies that increase students' abilities to process and retain concepts and standards into long-term storage and retrieval. This will be indicated by classroom snapshots that will be totaled for the year. A target goal is that 70% of the teachers (as observed in snapshots/walk-through's) will use high-yield strategies.

G1.B2 Teachers comfort with high yield strategies.

G1.B2.S1 Inservice opportunities to further familiarize the staff with focused note taking

PD Opportunity 1

Inservice with regard to focused note taking strategies. Monthly focus during faculty meeting

Facilitator

Barbara McGraw, Amanda Darlington, Bill Howell, Aaron Garlock, Jill Kanji, Vivien Boyd, Ginger Stanford

Participants

Instructional Staff

Schedule

Monthly, from 8/13/2018 to 3/20/2019

G2. Students will gain greater access to advanced learning opportunities through rigorous science courses, in an effort to be college-ready. The latter will be determined by numbers of students passing courses with a C grade in science from AVID elective courses.

G2.B4 Students' perceived reading levels due to FSA ELA exam

G2.B4.S1 Increase 2.5 bucket list students' accessibility to advanced coursework and higher expectations in Science.

PD Opportunity 1

All students will participate in a small group or individual science fair project.

Facilitator

Sara Charbonnet and Kim Heal

Participants

Science Department

Schedule

On 12/13/2018

G3. Students will increase the ELA scores by 5% with greater efficiency in supporting literacy across the content areas with text evidence focused on key ideas and details.

G3.B1 Time to access strategies

G3.B1.S2 Creating opportunities for Instructional Focus department level meetings that will increase common language development.

PD Opportunity 1

Creating opportunities for Instructional Focus department level meetings.

Facilitator

Department Chair & APC

Participants

Instructional Staff by subject areas

Schedule

Triannually, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Inservice with regard to focused note taking strategies. Monthly focus during faculty meeting				\$0.00
2	G2.B2.S1.A1	Prioritize providing and building the master schedule to give access to Advance Science Courses				\$0.00
3	G2.B4.S1.A1	All students will participate in a small group or individual science fair project.				\$0.00
4	G3.B1.S2.A1	Creating opportunities for Instructional Focus department level meetings.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6300	120-Classroom Teachers	0141 - Westwood Middle School	Other		\$2,500.00
			Notes: ADV funds			
Total:						\$2,500.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M426581	Observation of 70% usage rate of high-yield strategies during classroom walk-through's.	Burney, Daniel	8/14/2017	Tallying of high-yield strategies as observed during classroom walk-through's.	6/1/2018 annually
G3.B1.S2.A1 A390208	Creating opportunities for Instructional Focus department level meetings.	Stanford, Ginger	8/14/2017	Successful implementation of meetings	6/1/2018 triannually
G2.MA1 M426586	Monitoring numbers of students who could qualify for AVID elective vs. those who have mid 3 or...	Stanford, Ginger	8/31/2018	Percentage of students requesting who could qualify for AVID elective vs. those who have mid 3 or higher FSA scores in Reading.	8/31/2018 one-time
G2.B2.S1.MA1 M426582	Monitoring numbers of students who could qualify for AVID elective vs. those who have mid 3 or...	Stanford, Ginger	8/31/2018	Percentage of students requesting AVID vs. those who have mid 3 or higher FSA scores in Reading.	8/31/2018 one-time
G2.B2.S1.MA1 M426583	Monitoring numbers of students who have FSA scores mid 3 range or higher that could be successful...	Stanford, Ginger	5/1/2018	Percentage of students who qualify for AVID elective courses or have higher mid 3 or high FSA scores.	8/31/2018 one-time
G2.B2.S1.A1 A390205	Prioritize providing and building the master schedule to give access to Advance Science Courses	Stanford, Ginger	5/1/2018	70% of AVID students taking advanced courses.	8/31/2018 daily
G2.B4.S1.A1 A390206	All students will participate in a small group or individual science fair project.	Charbonnet, Sara	8/13/2018	Pre-assessment and AIMS quarter one scores.	12/13/2018 one-time
G1.B2.S1.MA4 M426579	Effective planning to implement strategies during department level collaborative planning days.	Stanford, Ginger	10/22/2018	Teacher will write summary of lesson and reflect on effectiveness of implementation of high yield strategies including but not limited to WICOR.	2/15/2019 semiannually
G1.B2.S1.MA1 M426577	Debriefing sessions with AVID site team as well as department chairs	Kanji, Jill	8/13/2018	Frequency of focused of note taking being planned, expected and seen in classroom walk throughs	3/20/2019 daily
G1.B2.S1.MA1 M426580	Inservice with regard to focused note taking. Monthly focus in faculty meetings	Guido, Kim	8/13/2018	Sign-in sheets for inservice, frequency of focused note taking being used as evident through walk-through's and formal observations.	3/20/2019 monthly
G1.B2.S1.A1 A390204	Inservice with regard to focused note taking strategies. Monthly focus during faculty meeting	Stanford, Ginger	8/13/2018	Sign-in sheets for inservice, frequency of high-yield strategies being used as evident through walk-through's and formal observations.	3/20/2019 monthly
G2.B4.S1.MA1 M426584	College mentors will work with students to ensure understanding of complex material and concepts...	Charbonnet, Sara	8/13/2018	Comparing all quarter AIMS science scores.	5/1/2019 one-time
G3.MA1 M426595	Students ELA scores with increase by 5%.	Stanford, Ginger	8/13/2018	Monitoring of quarterly AIMS assessment, informal assessments, and ultimately, the FSA.	5/31/2019 quarterly
G1.B2.S1.MA3 M426578	Frequency and feedback of high yield strategies when doing classroom walk through.	Burney, Daniel	8/13/2018	Tallies from classroom walk throughs.	5/31/2019 monthly
G2.B4.S1.MA1 M426585	Teachers will meet bi-weekly to plan and implement strategies to support reading standards and...	Charbonnet, Sara	8/13/2018	Compare all quarters of science AIMS scores.	5/31/2019 one-time
G3.B1.S2.MA1 M426589	Monitoring effectiveness of Instructional Focus department level meetings.	Stanford, Ginger	8/13/2018	Monitoring of quarterly AIMS assessment, informal assessments, and ultimately, the FSA.	5/31/2019 monthly
G3.B1.S2.MA1 M426590	Creating opportunities for Instructional Focus department level meetings.	Stanford, Ginger	8/13/2018	Completion of agenda tasks (as determined by APC and department chairs.	5/31/2019 triannually