

The School District of Palm Beach County

Wellington Landings Middle



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	7
Planning for Improvement	10
Title I Requirements	13
Budget to Support Goals	15

Wellington Landings Middle

1100 AERO CLUB DR, Wellington, FL 33414

<https://wlms.palmbeachschools.org>

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	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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

School Leadership Team

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
Maher, Diane	School Counselor
Warren, Judy	School Counselor
Ryerson, Stacey	Teacher, ESE
Tormes-Garcia, Kenfis	School Counselor
Keating, Robert	Other
Cotter, Catherine	Administrative Support
Williams, Julie	Administrative Support

Duties

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

The Leadership Team, which is 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 with a focus on rigor of instruction. In addition to academic goals, the team discusses issues with regard to student mental health, 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 contribute to 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 discussion 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.

Early Warning Systems

Year 2017-18

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	15	15	12	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	37	53	27	0	0	0	0	117
Course failure in ELA or Math	0	0	0	0	0	0	43	46	35	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	0	0	0	49	43	41	0	0	0	0	133

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	30	35	17	0	0	0	0	82

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	26	22	24	0	0	0	0	72
Retained Students: Previous Year(s)	0	0	0	0	0	0	26	22	24	0	0	0	0	72

Date this data was collected

Friday 8/24/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

There were four areas that were lower-performing as compared to the other academic components. The data categories of school-wide Math low 25% students, ELA school-wide learning gains, 6th grade Math achievement, and ELA achievement for ELL students all showed decreases in performance compared to the previous year's results.

Which data component showed the greatest decline from prior year?

The category of school-wide Math low 25% students showed the greatest decline in performance with a seven percent drop. Seventy-one percent of students in this category made learning gains in 2017, while 64% of students in this group made learning gains in 2018.

Which data component had the biggest gap when compared to the state average?

WLMS is well above the state average in all categories. However, the categories of ELA achievement and Math low 25% showed the smallest percents above the state averages at 14 and 13 points respectively.

Which data component showed the most improvement? Is this a trend?

Students at WLMS scored extremely well in SY18 in the area of 7th grade Math achievement with a 19 point increase compared to the previous year's results. WLMS had 53% of students in 7th grade Math achieve proficiency in SY17. In SY18, the proficiency level for 7th grade Math students increased to 72%. This was a one-year overall increase. We seek to continue our progress in this area.

Describe the actions or changes that led to the improvement in this area.

The 7th grade Math team utilized FSQ's (Florida Standards Quizzes) and the USA's (Unit Standards Assessments) with an emphasis on implementing them with fidelity. This concentration on rigorous standards-based assessments led to improvement in 7th grade math achievement.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	56%	53%	78%	55%	52%
ELA Learning Gains	69%	57%	54%	68%	56%	53%
ELA Lowest 25th Percentile	61%	49%	47%	61%	49%	45%
Math Achievement	84%	61%	58%	79%	59%	55%
Math Learning Gains	78%	61%	57%	75%	60%	55%
Math Lowest 25th Percentile	64%	54%	51%	57%	48%	47%
Science Achievement	79%	55%	52%	72%	54%	50%
Social Studies Achievement	94%	75%	72%	92%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	15 (9)	15 (8)	12 (12)	42 (29)
One or more suspensions	37 (29)	53 (35)	27 (26)	117 (90)
Course failure in ELA or Math	43 (36)	46 (39)	35 (39)	124 (114)
Level 1 on statewide assessment	49 (38)	43 (54)	41 (35)	133 (127)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	78%	53%	25%	52%	26%
	2017	78%	54%	24%	52%	26%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	77%	54%	23%	51%	26%
	2017	78%	55%	23%	52%	26%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				
08	2018	82%	60%	22%	58%	24%
	2017	81%	56%	25%	55%	26%
Same Grade Comparison		1%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	79%	56%	23%	52%	27%
	2017	83%	55%	28%	51%	32%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	72%	39%	33%	54%	18%
	2017	53%	38%	15%	53%	0%
Same Grade Comparison		19%				
Cohort Comparison		-11%				
08	2018	86%	65%	21%	45%	41%
	2017	83%	63%	20%	46%	37%
Same Grade Comparison		3%				
Cohort Comparison		33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	78%	54%	24%	50%	28%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	72%	21%	71%	22%
2017	93%	73%	20%	69%	24%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	62%	38%	62%	38%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2017	100%	59%	41%	60%	40%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	56%	44%
2017	100%	55%	45%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	45	56	45	49	62	47	51	74	53		
ELL	42	56	48	53	66	44	54	79			
ASN	87	79		96	86		100	95	95		
BLK	62	61	51	69	70	52	56	92	78		
HSP	75	69	60	80	77	61	77	89	81		
MUL	85	74		79	79		90		91		
WHT	84	70	63	89	79	69	83	97	86		
FRL	70	67	61	74	75	61	71	90	72		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	49	43	44	53	52	37	74	36		
ELL	44	49	47	54	77	69		70			
ASN	92	78		96	86		100	100	80		
BLK	65	66	47	67	65	57	55	88	55		
HSP	74	66	55	77	73	67	74	90	82		
MUL	89	81		85	78			90	80		
WHT	85	75	63	88	79	80	82	96	76		
FRL	69	66	52	72	70	63	70	88	65		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	<p>If we deliver effective and relevant instruction to meet the needs of all students, with an emphasis on increasing the learning gains of the Math low 25% and the learning gains in ELA, then we will ensure high school readiness.</p> <p>The results of our Math low 25% and ELA learning gains were our lowest performing categories when comparing the FSA scores from SY18 with the scores from SY17.</p>
Rationale	<p>Math low 25% students dropped 7 points from 71% with learning gains in SY17 to 64% in SY18.</p> <p>ELA learning gains dropped 3 points from 72% in SY17 to 69% in SY18.</p> <p>This area of focus aligns directly with our District Strategic Plan which emphasizes Reading and Math proficiency levels as measurements of high school readiness.</p>
Intended Outcome	<p>Increase the percentage of students making learning gains in Math low 25% by 3%.</p> <p>Increase the percentage of students making learning gains on the ELA FSA by 3%.</p>
Point Person	Blake Bennett (blake.bennett@palmbeachschools.org)
Action Step	<ul style="list-style-type: none"> * Teachers will utilize data from the Florida Standards Quizzes (FSQ's) and the Unit Standards Assessments (USA's) to monitor student progress and achievement. * Targeted intervention will take place through tutorial programs in math, civics, and reading. Remediation through intensive reading courses and intensive math courses will be provided for students who scored at a level 1 or 2 on the previous year's ELA and/or Math FSA. * The Reading Plus program will be implemented school-wide through Language Arts classes. * 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.
Description	<p>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:</p> <p>Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.</p> <p>Students are actively engaged in building, connecting, and applying knowledge.</p> <p>Students collaborate in student-centered, personalized environments.</p> <p>Students are empowered and supported through high expectations to be college and career ready.</p>

To meet the requirements of the District's second Strategic Initiative to "Embed cultural competence, equity, and access within instructional practices," WLMS will incorporate appropriate content into classroom lessons where applicable and into school-wide activities such as assemblies with guest speakers. Wellington Landings Middle School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels including but not limited to:

- * History of Holocaust
- * History of Africans and African Americans
- * Hispanic Contributions
- * Women's Contributions
- * Sacrifices of Veterans
- * Declaration of Independence
- * Constitution of the United States and The Bill of Rights
- * Federalist Papers: Republican Form of Government
- * Free Enterprise U.S. Economy
- * Elements of Civil Government
- * History of the United States
- * Principles of Agriculture
- * Effects of Alcohol and Narcotics
- * Florida History
- * Conservation of Natural Resources
- * Health Education
- * Teen Dating Violence
- * Character Development

WLMS utilizes a carefully crafted Single School Culture Positive Behavior Support Plan to meet the requirements of S.B. Policy 2.09 (8)(b) for maintaining one of the safest school environments in Palm Beach County. Emphasis is also placed on helping every student meet their full academic potential. Team members meet regularly throughout the year to review discipline data and to create school-wide lessons based on the three R's - Respect, Responsibility, and Resilience. During the first two weeks of school, all teachers instruct students on WLMS behavioral expectations through school-wide WLMS PBS (Positive Behavior Support) Super STARRR lessons. In addition to reviewing behavioral and academic expectations, students learn to use their planners, to identify and report bullying, and to use technology responsibly

Person Responsible Blake Bennett (blake.bennett@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

Assistant principals for each of the content areas will monitor student progress through assessment data. Data analysis will be conducted through PLC (Professional Learning Community) meetings with administrative guidance, and lesson planning will focus on best practices to increase the achievement of our low performers.

Teachers will analyze Reading Plus and Math assessment data, including pre and post assessment results and diagnostic data, to determine students' needs. Students needing remediation will be identified and placed in Intensive Math classes or Reading classes

where targeted differentiated instruction will take place.

Reading Plus incentives will be provided to encourage all students to reach mastery. Enrichment opportunities will be provided for students who achieve at a high level. Reading Plus reports will be reviewed regularly at PLC meetings. Teachers will collect data and track progress on task completion and mastery of skills through student portfolios. Data will be used to determine and plan necessary and appropriate skill instruction.

Teacher lesson plans will be monitored for evidence of CLS strategies by assistant principals. Lesson plan feedback will be provided to teachers during PLC meetings to share best practices and develop strategies to meet the needs of the low-performing students.

Safety is addressed weekly at the Instructional Team meeting. Guidance counselors and assistant principals regularly monitor and follow up on attendance concerns. Guidance Counselors meet weekly in a PLC to discuss student mental health and to determine necessary action.

Safety, attendance, and student mental health are of primary importance since academic growth cannot occur if these factors are not addressed first. Safety, attendance, and student mental health are monitored constantly by all members of the faculty and staff. The leadership team constantly strives to ensure that systems are in place to ensure safety, to increase attendance, and to support students' mental health.

Person Responsible Blake Bennett (blake.bennett@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Note: WLMS is not a Title 1 school. The information in this section is not required, but it is included in order to provide more information about the school and its programs.)

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, SIS School Messenger, 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 database has been developed 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 2017-2018, culminating in WLMS being recognized as a 5-STAR school.

PFEF Link

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

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, emotional, social, and mental health concerns. The eighth grade administrator is skilled in behavioral intervention and works with students who need additional emotional and academic support to be successful. One 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.

During an extended period each day, teachers and students interact in "Gator Chat." These ten-minute discussions on a variety of topics are designed to meet the social and emotional needs of students and to develop a stronger sense of community within the school. 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. WLMS introduced the WATCH DOGS program to the campus last 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 and mentors for students.

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 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, to elective offerings, 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 representatives to come to WLMS to share information with students and to answer questions about their programs. High school counselors also come to WLMS to assist with high school class scheduling.

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 who 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 most efficient and effective allocation of funds.

Our school ensures a cohesive 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 Positive Behavior Support. We instill an appreciation for multicultural diversity through our anti-bullying campaign, through structured lessons, and through the implementation of PBS programs. Additionally, an appreciation of diversity is instilled through various lessons taught in social studies and other core classes and through literature.

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 counselors review the course selections for the upcoming year. Students are able to make appointments with their grade level guidance counselors 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. Some of the extracurricular activities offered through our after school program also promote college and career awareness.

Part V: Budget

Total:

\$7,760.00