



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Woodlands Middle School

5200 LYONS RD

Lake Worth, FL 33467

561-357-0300

www.edline.net/pages/woodlands_middle_school

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
59%

Alternative/ESE Center
No

Charter School
No

Minority Rate
56%

School Grades History

2013-14
B

2012-13
B

2011-12
A

2010-11
A

2009-10
A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Woodlands Middle School

Principal

Jeffrey Eassa

School Advisory Council chair

Linda Samuels

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jeffrey Eassa	principal
Kim Pirtle	assistant principal
Janina Simmonds	assistant principal
Rigo Gamez	assistant principal
Paul Harmon	ESE contact
Carol Gower	speech pathologist
Julia Trakis	guidance/RtI facilitator
Marlie Stein	guidance counselor

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Chair: Linda Samuels

Co-Chair: Tonya Parks

Secretary: Kimberly Curtis

Treasurer: Carolyn Jackson

Involvement of the SAC in the development of the SIP

SAC will be asked for their input/suggestions at the September 9th meeting. All suggestions will be discussed with Woodlands administration and changes will then be made. Another discussion will occur

at the October 14th meeting and any other necessary changes will occur before the approval vote of the SIP that evening. Reassessment will occur at the last SAC meeting of the year and future goals discussed.

Activities of the SAC for the upcoming school year

Activities for this school year are to include, but are not limited to: SAC training, Parent University, NOPE presentation, Bring your parent to school day, academic tutoring during at lunch, 5 STAR award, FCAT testing strategies, and SwPBS training.

Projected use of school improvement funds, including the amount allocated to each project

- 1.) Gifted Endorsement for Deborah Piverotto amount of 125.00
- 2.) Gifted Endorsement for James Caraballo amount of 125.00
- 3.) Fun with Science Night for Science Department amount of 500.00
- 4.) Medical Assistant Certification for Eileen Southwick amount of 127.50
- 5.) Medical Assistant Certification for Beth Dewalt amount of 127.50
- 6.) Coverage for administrative detentions amount of 945.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jeffrey Eassa

Principal

Years as Administrator: 13

Years at Current School: 2

Credentials

Masters Degree in Educational Leadership

Performance Record

2012-2013-Woodlands Middle School principal. School grade B, total points 575.

2011-2012-Woodlands Middle School principal. School grade A, total points 635.

2010-2011-Woodlands Middle School principal. School grade A, total points 582, 74% AYP criteria met.

2009-2010-Lake Worth Middle principal. School grade B, AYP not met.

2008-2009-Pierce Hammock Elm, school grade A, AYP met, reading 85% mastery, math 84% mastery.

2007-2008-Pierce Hammock Elm, school grade A, AYP met, reading 81% mastery, math 84% mastery.

2003-2007-Acreage Pines Elm, school grade A all years, AYP not met in 2003, or 2004.

Janina Simmonds

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Specialists degree in Educational Leadership

Masters in Elementary Education

Bachelors degree in Elementary Education

Performance Record

2012-2013-Woodlands Middle School assistant principal. School grade B, total points 575.

2011-2012-Woodlands Middle School assistant principal. School grade A, total points 635.

Kim Pirtle

Asst Principal

Years as Administrator: 5

Years at Current School: 3

Credentials

Masters in Educational Leadership
Bachelors in Psychology

Performance Record

2012-2013-Woodlands Middle School assistant principal. School grade B, total points 575.
2011-2012-Woodlands Middle School assistant principal. School grade A, total points 635.
2010-2011-Woodlands Middle School assistant principal. School grade A, total points 582, 74% AYP criteria met.
2009-2010- Capacity Development, Mathematics Instructional Specialist. Serviced 4 school who all increased in AYP accountability points and averaged 7% increase in math learning gains.
2008-2009-John F. Kennedy Middle School, Mathematics Instructional Specialist. School grade increase to a C with the addition of 34 total points. Six out of eight accountability cells saw an increase and AYP was 90%.
2007-2008-Lantana Middle School, math teacher. 98% learning gains in the classroom.

Rigoberto Gamez

Asst Principal

Years as Administrator: 19

Years at Current School: 3

Credentials

Masters in Educational Leadership
Bachelors in Biology
ESOL endorsement

Performance Record

2012-2013-Woodlands Middle School assistant principal. School grade B, total points 575.
2011-2012-Woodlands Middle School assistant principal. School grade A, total points 635.
2010-2011-Woodlands Middle School assistant principal. School grade A, total points 582, 74% AYP criteria met.
2007-2009 Roosevelt Full Service, school improved to 90% AYP in 2009, and 72% in 2008. FCAT writing in 2008 was 24% and in 2009 30%, FCAT math was 41% in 2008 increased to 45% in 2009, and in 2007 87% of AYP was met. 2007 math and reading AYP was not met.

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

77

receiving effective rating or higher

77, 100%

Highly Qualified Teachers

100%

certified in-field

77, 100%

ESOL endorsed

18, 23%

reading endorsed

18, 23%

with advanced degrees

19, 25%

National Board Certified

3, 4%

first-year teachers

4, 5%

with 1-5 years of experience

12, 16%

with 6-14 years of experience

31, 40%

with 15 or more years of experience

30, 39%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administration will recruit at the district and local university job fairs, as well as use referrals from reputable colleagues and district personnel. In order to retain highly effective personnel regular meetings will be held with peer and supervising personnel for new teachers, common planning will be in place for learning team meetings with the LTF, and common grade/subject teachers to corroborate, staff development opportunities will be held on PDD days, single school culture will be emphasized through PBS, and partnering will occur for teacher support.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor was chosen by subject compatibility, location and clinical education certification. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective administrator. Training will include, but is not limited to: common core standards, classroom management, organization, lesson planning, and delivery of lessons.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The School-based MTSS/RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. The SBT uses the Problem Solving Model* to conduct all meetings. Based on the data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and this individual reports on

all data collected at future meetings.

***Problem Solving Model**

The four steps of the Problem Solving Model are:

- 1.) Problem Identification entails identifying the problem and the desired behavior for the student. At Woodlands we identify students by referral. The referral can come from any staff member or from the parent/guardian. We then notify the parents (if it wasn't the parent who referred the student), and we send out a check list to all of the teachers of that student.
- 2.) Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. At Woodlands we collect all of the available data on the referred student, invite the person who referred the student and discuss that student's situation at the weekly Monday meeting.
- 3.) Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. At Woodlands, during the Monday meeting, goals are set and interventions are discussed and decided on. Some of these interventions could include but are not limited to: intensive classes, read 180, schedule changes, behavior plan, youth services, hospice, mentoring and incentives.
- 4.) Evaluating is also termed Response-To-Intervention. In this step the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. At Woodlands we are consistently re-evaluating students' situations. After an intervention we ask ourselves did it help and is the gap closing. Does the child need to move to the next tier? If the interventions are proving to be ineffective we begin to look at alternative placement, or child study.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB (ESEA).

Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

***Problem-Solving & Response to Intervention Project 2008**

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place,
- a process to address and monitor subsequent needs is created,
- problem solving team (SBT) is assisting with academic & behavioral interventions,
- assessment of RtI skills of school staff is conducted,
- fidelity of implementation of intervention support is documented,
- adequate professional development to support the RtI framework is provided,
- effective communication with parents regarding SBT and RtI intervention plans and activity occurs.

The RtI facilitator:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions where available, and offers professional development and technical assistance.

The assistant principal:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, and offers technical assistance.

The ESE/ELL contact:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions where available, and offers professional development and technical assistance to classroom teachers.

The School Psychologist and SLP:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, and offers technical assistance.

The guidance staff:

-Contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions where available, and offers professional development and technical assistance to classroom teachers.

Members of the SBT meet with SAC and help edit the SIP based on the previous years data, information on core, curricular targets are discussed, and attention is focused on deficient areas.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Regular progress monitoring will occur through the analyzing of the data sources listed below: EDW reports, Mainframe, RRR, Diagnostics, Classroom Walkthroughs, data from the PBS Implementation Checklist (PIC), Benchmarks Of Quality (BOQ) data, and Self Assessment Survey (SAS).

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

FCAT, FAIR, Curriculum based measurement, PBC Fall Diagnostics, Palm Beach Writes, DAR, PMRN, EDW, CELLA, office discipline referrals, retentions, absences, EOC.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

On-going progress monitoring and data driven instruction will occur with all students and staff. This will be supported through common level and subject learning team meetings, PBS and the RtI/MTSS team. Research-based, high-quality instruction and interventions will be provided and monitored through monthly learning team meetings, PBS and RtI/MTSS team as well.

Capacity building will also occur at Preschool Faculty Meetings, Department meetings, grade level meetings where the following will be discussed, data, effective and ineffective strategies, progress monitoring, and staff development opportunities.

Parents will be supported by, curriculum Night, open House, PTO, SAC, Edline blasts, newsletters, contact parent prior to an SBT meeting (invitation to attend meeting), and parent Conferences.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 1,500

Tutorials with electronic readers will be offered to remediate and provide enrichment to struggling readers after school.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Diagnostics will be taken in the fall and winter and analyzed for targeting of students. The reading FCAT will be taken in the spring and the results will show the effectiveness of the strategy.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program**Minutes added to school year:** 1,500

After school math tutorials will be offered to remediate and enrich targeted math students.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Diagnostics will be taken in the fall and winter and analyzed for targeting of students. The math FCAT will be taken in the spring and the results will show the effectiveness of the strategy.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Jeffery Eassa	principal
Denise Sanfillipo	LTF
Kim Pirtle	assistant principal
Lori Wensyel	reading instructional leader

How the school-based LLT functions

The Literacy Team creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, LTF, reading instructional leader, mentor reading teachers, content area teachers, and other principal appointees serve on the team. The LLT meets at least once a month.

The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

Major initiatives of the LLT

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home in the process. This is a continuous process throughout the entire school year.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher in the school has a 30 minute read, reflect and write period during the day. During this time students are instructed to read for 20 minutes and then they are to answer a question about what they read. The purpose of this process is to ensure that every Woodlands student has the reading skills and familiarity with the anchor standards, essential questions and academic vocabulary necessary in all content areas to be successful not only on the FACT 2.0, but the common core assessment as well.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Woodlands Middle school offers many courses that can be applied to future career goals. These classes include: medical, culinary, and technology and offer an integrated learning environment designed to provide each student with the skills and training necessary to succeed in the next level of career education.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Woodlands Middle School holds an annual parent night for students in the career academies as well as guidance counseling for those students who are interested in joining the career preparation programs.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	62%	No	72%
American Indian		63%		
Asian	80%	89%	Yes	82%
Black/African American	54%	43%	No	59%
Hispanic	57%	48%	No	61%
White	78%	74%	No	80%
English language learners	28%	6%	No	35%
Students with disabilities	40%	27%	No	46%
Economically disadvantaged	57%	50%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	379	32%	35%
Students scoring at or above Achievement Level 4	398	33%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	848	69%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	203	66%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	20	73%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	49%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	40%	42%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	222	59%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	67%	No	77%
American Indian		75%		
Asian	88%	86%	No	90%
Black/African American	61%	45%	No	65%
Hispanic	68%	57%	No	71%
White	82%	79%	No	84%
English language learners	38%	22%	No	45%
Students with disabilities	47%	40%	No	52%
Economically disadvantaged	65%	55%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	306	26%	30%
Students scoring at or above Achievement Level 4	435	37%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	897	73%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	181	59%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	89	30%	40%
Middle school performance on high school EOC and industry certifications	89	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	58	92%	95%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	22	92%	95%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	28%	30%
Students scoring at or above Achievement Level 4	94	25%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		5
Participation in STEM-related experiences provided for students	128	11%	15%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	611	51%	55%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	143	12%	13%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		97%	98%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	48	4%	5%
CTE teachers holding appropriate industry certifications	4	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	16	1%	0%
Students who fail a mathematics course	20	2%	1%
Students who fail an English Language Arts course	23	2%	1%
Students who fail two or more courses in any subject	21	2%	1%
Students who receive two or more behavior referrals	166	14%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	109	9%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The parental involvement target is to have 60 percent of families involved in a positive way in the school more than once during the year. Some examples would include, but are not limited to: Open House, Science Fair Night, Band Concert and the Delray Street Art Festival.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	728	58%	60%
Science Fair	22	18%	25%
Band Concert	400	32%	35%
Art Festival	10	8%	10%

Area 10: Additional Targets**Additional targets for the school**

Woodlands 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, included but not limited to:

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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
8th grade-History of Holocaust	396	100%	100%
7th grade-History of Holocaust	418	100%	100%
6th grade-History of Holocaust	435	100%	100%
8th grade-History of Africans and African Americans	396	100%	100%
7th grade-History of Africans and African Americans	418	100%	100%
6th grade-History of Africans and African Americans	435	100%	100%
8th grade-Hispanic Contributions	396	100%	100%
7th grade-Hispanic Contributions	418	100%	100%
6th grade-Hispanic Contributions	435	100%	100%
8th grade-Women's Contributions	396	100%	100%
7th grade-Women's Contributions	418	100%	100%
6th grade-Women's Contributions	435	100%	100%
8th grade-Sacrifices of Veterans	396	100%	100%
7th grade-Sacrifices of Veterans	418	100%	100%
6th grade-Sacrifices of Veterans	435	100%	100%

Goals Summary

- G1.** Woodlands Middle School will continue to promote Mustang P.R.I.D.E. and build upon the SwPBS expectations set forth during the FY13 school year.
- G2.** Every student at Woodlands Middle School will acquire the reading skills necessary to learn critical academic content.
- G3.** All students at Woodlands Middle School will participate in a targeted writing plan to increase their ability to create nonfiction writing (persuasive, expository, etc.), ultimately increasing our writing scores and writing accountability.
- G4.** Every teacher at Woodlands will be blending the new Common Core Standards along with the SSS in their classes in order to prepare students for the full implementation of Common Core next year.

Goals Detail

G1. Woodlands Middle School will continue to promote Mustang P.R.I.D.E. and build upon the SwPBS expectations set forth during the FY13 school year.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Behavior Matrix
- EDW Discipline Dashboard
- Student Ambassadors
- SwPBS weekly incentive tickets
- SwPBS team meetings

Targeted Barriers to Achieving the Goal

- School wide implementation of SwPBS program with fidelity.
- Lack of awareness among faculty regarding interventions versus discipline with students.
- Teacher and student buy-in to SwPBS program.

Plan to Monitor Progress Toward the Goal

Observations and student behavior reports

Person or Persons Responsible

Administration/teachers/SwPBS team members

Target Dates or Schedule:

ongoing

Evidence of Completion:

EDW behavior dashboard, reduction in school referrals and suspension rates

G2. Every student at Woodlands Middle School will acquire the reading skills necessary to learn critical academic content.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- Media center and staff
- Learning Village
- Laptops and electronic readers
- Support from home
- Internet
- SAC
- LTF
- Reading Counts Program

Targeted Barriers to Achieving the Goal

- Teachers incorporating appropriate academic language/articles in all content areas
- Funding for academic reading material in science and math.
- Having electronic resources available for all teachers to use in the school.

Plan to Monitor Progress Toward the Goal

Analyzing FCAT diagnostic scores, SRI, FAIR, and formal assessments in class

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Fall, Winter, ongoing

Evidence of Completion:

Diagnostic, and testing scores as well as in class assessments

G3. All students at Woodlands Middle School will participate in a targeted writing plan to increase their ability to create nonfiction writing (persuasive, expository, etc.), ultimately increasing our writing scores and writing accountability.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- Media Center and staff
- Pre-made, monthly PowerPoints
- Classroom Libraries
- LTF

Targeted Barriers to Achieving the Goal

- Teachers giving grades for the writing assignments without it affecting content grade.
- Students having access to reading material in classes that do not have classroom libraries.
- Teachers having the time or the expertise when grading the writing assignments.

Plan to Monitor Progress Toward the Goal

FCAT writes

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule:

February 2014

Evidence of Completion:

FCAT writing scores increase

G4. Every teacher at Woodlands will be blending the new Common Core Standards along with the SSS in their classes in order to prepare students for the full implementation of Common Core next year.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- District Personnel
- Learning Village
- LTF
- Internet
- Yearly teacher allocated internal funds to buy enrichment material

Targeted Barriers to Achieving the Goal

- Teachers are not familiar with the new Common Core Standards.
- Having the enrichment material to infuse into everyday lessons, yet still making sure students are ready to take the FCAT 2.0.

Plan to Monitor Progress Toward the Goal

Ensuring that teachers are including the new Common Core Standards in their everyday teaching.

Person or Persons Responsible

Administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Lesson plans, FCAT scores, and classroom assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Woodlands Middle School will continue to promote Mustang P.R.I.D.E. and build upon the SwPBS expectations set forth during the FY13 school year.

G1.B1 School wide implementation of SwPBS program with fidelity.

G1.B1.S1 Continuous monitoring of implementation by all stakeholders

Action Step 1

The use of the behavior matrix in all areas of the school

Person or Persons Responsible

All stakeholders

Target Dates or Schedule

Ongoing

Evidence of Completion

Students and staff demonstrate understanding and implementation of Mustang P.R.I.D.E. on a daily basis.

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

Observations and student behavior reports

Person or Persons Responsible

Administration/teachers/SwPBS team members

Target Dates or Schedule

ongoing

Evidence of Completion

EDW behavior dashboard, reduction in school referrals

Plan to Monitor Effectiveness of G1.B1.S1

Observations and student behavior reports

Person or Persons Responsible

Administration/teachers/SwPBS team members

Target Dates or Schedule

ongoing

Evidence of Completion

Students/teachers understand the matrix and expected behaviors when asked. Woodlands will also see a reduction in suspensions.

G1.B1.S2 Open communication with faculty, students, parents, and staff concerning all aspects of program

Action Step 1

Open line of communication between teachers, parents, administration and SwPBS team.

Person or Persons Responsible

All Woodlands staff and parents

Target Dates or Schedule

ongoing

Evidence of Completion

e-mails, meeting notes, SAC minutes, and written communication

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

Concerns are addressed and new initiatives are relayed in a timely manner.

Person or Persons Responsible

Administration/SwPBS team

Target Dates or Schedule

ongoing

Evidence of Completion

e-mails, meeting notes, SAC minutes, and written communication

Plan to Monitor Effectiveness of G1.B1.S2

There are open lines of communication between all stakeholders.

Person or Persons Responsible

Administration/SwPBS team

Target Dates or Schedule

Ongoing

Evidence of Completion

Concerns are addressed and new initiatives are relayed in a timely manner.

G1.B2 Lack of awareness among faculty regarding interventions versus discipline with students.

G1.B2.S1 Professional development training dedicated to the explanation of interventions versus discipline and "what to do when".

Action Step 1

Interventions versus discipline training

Person or Persons Responsible

All staff

Target Dates or Schedule

PDD days

Evidence of Completion

Sign-in sheets

Facilitator:

SwPBS team members

Participants:

All teachers

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

Forms are filled out and used correctly as well as proper interventions taken.

Person or Persons Responsible

administration, supplementary assistance from school counselors

Target Dates or Schedule

ongoing

Evidence of Completion

CBIR forms, student discipline referrals, and counseling referral forms

Plan to Monitor Effectiveness of G1.B2.S1

Behavior at Woodlands Middle

Person or Persons Responsible

Administration/SwPBS team

Target Dates or Schedule

quarterly

Evidence of Completion

EDW behavior dashboard, referral and suspension rates

G1.B3 Teacher and student buy-in to SwPBS program.

G1.B3.S1 School wide programs and activities that involve the faculty and students

Action Step 1

Faculty/student of the month

Person or Persons Responsible

SwPBS team

Target Dates or Schedule

monthly

Evidence of Completion

Pictures located in designated areas of the school

Action Step 2

Door decorating contest, dress code exceptions (jeans day)

Person or Persons Responsible

All staff and students

Target Dates or Schedule

semiannual/weekly

Evidence of Completion

doors decorated and students wearing jeans

Action Step 3

Weekly SwPBS student drawings

Person or Persons Responsible

Administration/SwPBS team

Target Dates or Schedule

weekly

Evidence of Completion

Students winning weekly prizes

Action Step 4

ticket sales and yearbook photos

Person or Persons Responsible

Administration/SwPBS team

Target Dates or Schedule

fall and winter

Evidence of Completion

ticket sales and yearbook photos

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

Success of implemented activities and school-wide participation

Person or Persons Responsible

Administration/SwPBS team

Target Dates or Schedule

ongoing

Evidence of Completion

Observations of teacher and student behavior as well as participation rate in activities.

Plan to Monitor Effectiveness of G1.B3.S1

Teacher and student buy-in in the SwPBS program.

Person or Persons Responsible

Administration/SwPBS team

Target Dates or Schedule

annually

Evidence of Completion

Teacher and student surveys at the end of the year

G2. Every student at Woodlands Middle School will acquire the reading skills necessary to learn critical academic content.

G2.B1 Teachers incorporating appropriate academic language/articles in all content areas

G2.B1.S1 Teachers attend a professional development on how to incorporate higher level reading material into their everyday lessons.

Action Step 1

Incorporating academic language in all content areas.

Person or Persons Responsible

All teachers

Target Dates or Schedule

August 29

Evidence of Completion

sign-in sheets

Facilitator:

District Personnel

Participants:

All teachers

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

Lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Activities in lesson plans that include academic language specific to content taught.

Plan to Monitor Effectiveness of G2.B1.S1

FCAT diagnostics, and FCAT

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall, Winter, Spring

Evidence of Completion

FCAT scores

G2.B2 Funding for academic reading material in science and math.

G2.B2.S1 Request funds from SAC and community partners.

Action Step 1

request for funds made

Person or Persons Responsible

Interested math and science teachers.

Target Dates or Schedule

SAC meetings

Evidence of Completion

funds are supplied

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

Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Activities using the bought materials are highlighted in everyday lessons.

Plan to Monitor Effectiveness of G2.B2.S1

FCAT diagnostics, and FCAT

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule

Fall, Winter, Spring

Evidence of Completion

FCAT scores

G2.B2.S2 Request donations from higher learning centers.

Action Step 1

Formal requests to higher institutions

Person or Persons Responsible

PTSO or interested teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Donation of materials

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Activities using the donated materials are highlighted in everyday lessons.

Plan to Monitor Effectiveness of G2.B2.S2

FCAT diagnostics, and FCAT

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule

Fall, Winter, Spring

Evidence of Completion

FCAT scores

G2.B3 Having electronic resources available for all teachers to use in the school.

G2.B3.S1 Have a centralized place where scheduling requests are made.

Action Step 1

Create a booking system for available electronic resources.

Person or Persons Responsible

Robert Addicot

Target Dates or Schedule

Pre-School

Evidence of Completion

Master calendar available to all teachers with scheduling requests on it.

Facilitator:

Robert Addicot

Participants:

All teachers who wish to use the electronic devices.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Master Scheduling Calendar/ Lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing/Quarterly

Evidence of Completion

Teachers have the electronic devices in their classrooms and are using them to incorporate appropriate reading materials in their content. All activities using electronic devices are highlighted in lesson plans.

Plan to Monitor Effectiveness of G2.B3.S1

FCAT diagnostics and FCAT

Person or Persons Responsible

Teachers

Target Dates or Schedule

Fall, Winter, Spring

Evidence of Completion

FCAT scores

G3. All students at Woodlands Middle School will participate in a targeted writing plan to increase their ability to create nonfiction writing (persuasive, expository, etc.), ultimately increasing our writing scores and writing accountability.

G3.B1 Teachers giving grades for the writing assignments without it affecting content grade.

G3.B1.S1 Make the assignment a participation grade, and those who do not do it or who are absent are required to do a make-up assignment.

Action Step 1

Read, Reflect and Write

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule

Pre-School

Evidence of Completion

PowerPoint sent to all teachers

Facilitator:

Janina Simmonds

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Participation Grades

Person or Persons Responsible

Teachers

Target Dates or Schedule

The teacher will choose when to enter the participation grade into Grade Quick, at least one per 9 weeks.

Evidence of Completion

Grade Quick

Plan to Monitor Effectiveness of G3.B1.S1

Everyday writing activities.

Person or Persons Responsible

Administration

Target Dates or Schedule

Randomly

Evidence of Completion

Observations

G3.B1.S2 Within the PBS system give out incentives for those who do participate.

Action Step 1

Create incentives for students who participate in the everyday R,R&W.

Person or Persons Responsible

PBS Team

Target Dates or Schedule

Start of school

Evidence of Completion

Incentives handed out

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

Distribution of incentives

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Incentives given to those students who participated in R,R&W.

Plan to Monitor Effectiveness of G3.B1.S2

R,R&W participation

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

100% student participation

G3.B2 Students having access to reading material in classes that do not have classroom libraries.

G3.B2.S1 Media Center access during R,R&W time.

Action Step 1

Media center open at all times

Person or Persons Responsible

Media Center staff

Target Dates or Schedule

Daily

Evidence of Completion

Students are able to rent library books at all times during the day.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Media center access

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Students will have access to library at all times during the school day.

Plan to Monitor Effectiveness of G3.B2.S1

Media center open at all times

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Administration will make sure the media center is staffed at all times.

G3.B3 Teachers having the time or the expertise when grading the writing assignments.

G3.B3.S1 Teachers in non-writing subjects check for simple grammar and spelling only. All teachers will require students to write at least 12 lines per request of the English department.

Action Step 1

Grading in non-English content

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Grading of writing assignments in class

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans and Grade Quick

Plan to Monitor Effectiveness of G3.B3.S1

Palm Beach Writes

Person or Persons Responsible

English Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Palm Beach Writes scores

G3.B3.S2 Teachers will make the assignment "their own". Grading will be left up to each individual teacher and his/her professional judgement on how they wish to grade the assignments.

Action Step 1

R,R&W grading procedures

Person or Persons Responsible

Teachers

Target Dates or Schedule

First week of school

Evidence of Completion

Procedures are in place in every classroom for the collecting and grading of the daily R,R&W assignments.

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Implementation of R,R&W in classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

Randomly

Evidence of Completion

Observed R,R&W process in every class.

Plan to Monitor Effectiveness of G3.B3.S2

Palm Beach Writes

Person or Persons Responsible

English Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Palm Beach Writes scores

G4. Every teacher at Woodlands will be blending the new Common Core Standards along with the SSS in their classes in order to prepare students for the full implementation of Common Core next year.

G4.B1 Teachers are not familiar with the new Common Core Standards.

G4.B1.S1 Have a professional development for all teachers in all content areas.

Action Step 1

Common Core Standards Training

Person or Persons Responsible

All teachers

Target Dates or Schedule

Pre-school

Evidence of Completion

Sign-in sheets

Facilitator:

District Personnel

Participants:

All teachers

Action Step 2

Math Common Core Standards Training

Person or Persons Responsible

Math teachers

Target Dates or Schedule

End of 2013 school year

Evidence of Completion

sign-in sheets

Facilitator:

Diana Snider

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Lesson Plan Checks

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Common Core Standards blended into current lessons

Plan to Monitor Effectiveness of G4.B1.S1

Assessments (formative and summative)

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Within every unit taught

Evidence of Completion

Student completed assessments

G4.B2 Having the enrichment material to infuse into everyday lessons, yet still making sure students are ready to take the FCAT 2.0.

G4.B2.S1 During the professional development, teachers are guided to resources available for incorporating Common Core into their everyday lessons.

Action Step 1

Yearly teacher allocated internal funds to buy enrichment material

Person or Persons Responsible

Vilma Fedor

Target Dates or Schedule

annually

Evidence of Completion

every teacher receiving 65.00 for resources

Action Step 2

Communication of the location of Common Core resources

Person or Persons Responsible

District Personnel

Target Dates or Schedule

End of school year/pre-school

Evidence of Completion

Identification of resources within lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1

The use of the resources given

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G4.B2.S1

Assessments (formative and summative)

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Within the content units

Evidence of Completion

Student completed assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part D:

The district receives funds to support the Educational Outreach Program. Services are coordinated with the district Drop-Out Prevention programs.

Title III:

Services are provided through the district to supply ELL students with educational materials, and services needed to improve the instruction and education of these students.

Title X-Homeless:

The district Student Intervention Department provides services for homeless students per McKinney-Vento Act which eliminates barriers for a free and appropriate education to all students.

SAI:

SAI funds will be used to create an after school tutorial program.

Violence Prevention:

Single School Culture and appreciation for Multicultural diversity will be demonstrated at Woodlands Middle. The Positive Behavior Support Program is also in place to help solidify the single school culture initiative where all students and staff participate in order to build a climate where students know the behavior expectations through Mustang P.R.I.D.E. P-positive attitude, R-respect, I-Integrity, D-dedication, and E-excellence.

Nutrition Programs:

All students are provided with free breakfast. Students who are eligible are also provided with free lunch.

CTE:

As we prepare our students for high school, our medical academy ensures that students are provided with the training and hands-on experience to be successful at the next level. We also offer the students an elective culinary experience if they choose to follow that path into high school as well.

Multicultural appreciation:

At Woodlands Middle, we host a number of events, programs and learning opportunities promoting multicultural diversity including but not limited to: field trips, intramural sports, honors societies, Heritage Week, and curriculum integration of different cultures in Language Arts classes. We also have a Multicultural club which promotes the learning and acceptance of all cultures. The purpose of the organization is to create awareness of all cultures represented at Woodlands in order to diminish the stereotypes and foster a greater understanding of all ethnic groups within the school.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Woodlands Middle School will continue to promote Mustang P.R.I.D.E. and build upon the SwPBS expectations set forth during the FY13 school year.

G1.B2 Lack of awareness among faculty regarding interventions versus discipline with students.

G1.B2.S1 Professional development training dedicated to the explanation of interventions versus discipline and "what to do when".

PD Opportunity 1

Interventions versus discipline training

Facilitator

SwPBS team members

Participants

All teachers

Target Dates or Schedule

PDD days

Evidence of Completion

Sign-in sheets

G2. Every student at Woodlands Middle School will acquire the reading skills necessary to learn critical academic content.

G2.B1 Teachers incorporating appropriate academic language/articles in all content areas

G2.B1.S1 Teachers attend a professional development on how to incorporate higher level reading material into their everyday lessons.

PD Opportunity 1

Incorporating academic language in all content areas.

Facilitator

District Personnel

Participants

All teachers

Target Dates or Schedule

August 29

Evidence of Completion

sign-in sheets

G2.B3 Having electronic resources available for all teachers to use in the school.

G2.B3.S1 Have a centralized place where scheduling requests are made.

PD Opportunity 1

Create a booking system for available electronic resources.

Facilitator

Robert Addicot

Participants

All teachers who wish to use the electronic devices.

Target Dates or Schedule

Pre-School

Evidence of Completion

Master calendar available to all teachers with scheduling requests on it.

G3. All students at Woodlands Middle School will participate in a targeted writing plan to increase their ability to create nonfiction writing (persuasive, expository, etc.), ultimately increasing our writing scores and writing accountability.

G3.B1 Teachers giving grades for the writing assignments without it affecting content grade.

G3.B1.S1 Make the assignment a participation grade, and those who do not do it or who are absent are required to do a make-up assignment.

PD Opportunity 1

Read, Reflect and Write

Facilitator

Janina Simmonds

Participants

All Teachers

Target Dates or Schedule

Pre-School

Evidence of Completion

PowerPoint sent to all teachers

G4. Every teacher at Woodlands will be blending the new Common Core Standards along with the SSS in their classes in order to prepare students for the full implementation of Common Core next year.

G4.B1 Teachers are not familiar with the new Common Core Standards.

G4.B1.S1 Have a professional development for all teachers in all content areas.

PD Opportunity 1

Common Core Standards Training

Facilitator

District Personnel

Participants

All teachers

Target Dates or Schedule

Pre-school

Evidence of Completion

Sign-in sheets

PD Opportunity 2

Math Common Core Standards Training

Facilitator

Diana Snider

Participants

All math teachers

Target Dates or Schedule

End of 2013 school year

Evidence of Completion

sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Woodlands Middle School will continue to promote Mustang P.R.I.D.E. and build upon the SwPBS expectations set forth during the FY13 school year.	\$2,100
G3.	All students at Woodlands Middle School will participate in a targeted writing plan to increase their ability to create nonfiction writing (persuasive, expository, etc.), ultimately increasing our writing scores and writing accountability.	\$500
G4.	Every teacher at Woodlands will be blending the new Common Core Standards along with the SSS in their classes in order to prepare students for the full implementation of Common Core next year.	\$5,005
Total		\$7,605

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
Internal Accounts	\$500	\$2,100	\$2,600
Internal Funds	\$0	\$5,005	\$5,005
Internal accounts	\$0	\$0	\$0
Ticket sales	\$0	\$0	\$0
Total	\$500	\$7,105	\$7,605

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Woodlands Middle School will continue to promote Mustang P.R.I.D.E. and build upon the SwPBS expectations set forth during the FY13 school year.

G1.B3 Teacher and student buy-in to SwPBS program.

G1.B3.S1 School wide programs and activities that involve the faculty and students

Action Step 2

Door decorating contest, dress code exceptions (jeans day)

Resource Type

Evidence-Based Program

Resource

Breakfast for the classroom who wins the door decorating project.

Funding Source

Internal accounts

Amount Needed

\$100

Action Step 3

Weekly SwPBS student drawings

Resource Type

Evidence-Based Program

Resource

Positive Incentives (i-pads, i-pods, electronic devices, etc.) for students who participate daily in the writing program.

Funding Source

Internal Accounts

Amount Needed

\$2,000

Action Step 4

ticket sales and yearbook photos

Resource Type

Evidence-Based Program

Resource

Student dances used as a fund raiser for SwPBS programs.

Funding Source

Ticket sales

Amount Needed

\$0

G3. All students at Woodlands Middle School will participate in a targeted writing plan to increase their ability to create nonfiction writing (persuasive, expository, etc.), ultimately increasing our writing scores and writing accountability.

G3.B1 Teachers giving grades for the writing assignments without it affecting content grade.

G3.B1.S2 Within the PBS system give out incentives for those who do participate.

Action Step 1

Create incentives for students who participate in the everyday R,R&W.

Resource Type

Evidence-Based Materials

Resource

Positive Incentives (i-pads, i-pods, electronic devices, etc.) for students who participate daily in the writing program.

Funding Source

Internal Accounts

Amount Needed

\$500

G4. Every teacher at Woodlands will be blending the new Common Core Standards along with the SSS in their classes in order to prepare students for the full implementation of Common Core next year.

G4.B2 Having the enrichment material to infuse into everyday lessons, yet still making sure students are ready to take the FCAT 2.0.

G4.B2.S1 During the professional development, teachers are guided to resources available for incorporating Common Core into their everyday lessons.

Action Step 1

Yearly teacher allocated internal funds to buy enrichment material

Resource Type

Evidence-Based Program

Resource

Every teacher receives 65.00 to use on classroom supplies that may include enrichment materials.

Funding Source

Internal Funds

Amount Needed

\$5,005