



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Wellington Landings Middle**

1100 AERO CLUB DR

Wellington, FL 33414

561-792-8100

[www.edline.net/pages/wellington\\_landings\\_ms](http://www.edline.net/pages/wellington_landings_ms)

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 39%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 45%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Wellington Landings Middle

##### Principal

Blake Bennett

##### School Advisory Council chair

Nancy Courtney and Miguel Torregrosa

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

Name	Title
Blake Bennett	Principal
Gay Prater	Assistant Principal
Damian Milanak	Assistant Principal
Lindsay Stafford	Assistant Principal
Mary Baldwin	Crisis Intervention Teacher
Kristina Johnson	ESE Contact
Diane Maher	Guidance Counselor
Judy Herrick	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

The majority of the membership of SAC are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other community stakeholders who are representatives of the ethnic, racial, and economic community served by the school. The SAC consists of a chairperson, co-chairperson, secretary, and a community liaison. There are currently 7 additional voting members and a PTO liaison.

#### Involvement of the SAC in the development of the SIP

Several members of the SAC will provide information to develop the initial draft of the school improvement plan. The plan will be provided to the SAC for approval. The SAC will review, revise, and vote to approve the school improvement plan.

**Activities of the SAC for the upcoming school year**

SAC will meet on the second Monday of each month to discuss pertinent school issues and achievement. SAC members will discuss current trends in data and determine appropriate use of SAC funds (if received) for school use. SAC will review the school improvement plan throughout the year to update any information based on the school's needs.

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

It is anticipated that funds will be used for programs that will promote student achievement such as school-wide tutorial programs, professional development opportunities, and technology.

**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:**

<b>Blake Bennett</b>		
Principal	Years as Administrator: 6	Years at Current School: 2
<b>Credentials</b>	BS- Education MS- Educational Leadership FL Certifications: ESE K-12, Educational Leadership (All Levels), School Principal (All Levels)	
<b>Performance Record</b>	Principal of Wellington Landings Middle School: 2013- Grade A Reading High Standards 78%- Learning Gains 72%- Lowest 66% -- Math High Standards 79%- Learning Gains 85%- Lowest 74% 2012- Grade A Reading High Standards 79%- Learning Gains 74%- Lowest 73%-- Math High Standards 82%- Learning Gains 86%- Lowest 83% Assistant Principal of Boynton Beach High School: 2011- Grade B Reading High Standards 28%- Learning Gains 42%- Lowest 48%-- Math High Standards 60%- Learning Gains 70%- Lowest 61%; AYP 72%	

<b>Gay Prater</b>		
Asst Principal	Years as Administrator: 26	Years at Current School: 20
<b>Credentials</b>	BS- Education/Language Arts M. Ed.- Guidance and Counseling K-12 FL Certifications: Language Arts, Guidance K-12, Administration and Supervision, ESOL and Reading Endorsements	
<b>Performance Record</b>	Assistant Principal of Wellington Landings Middle School: 2013- Grade A Reading High Standards 78%- Learning Gains 72%- Lowest 66% -- Math High Standards 79%- Learning Gains 85%- Lowest 74% 2012- Grade A Reading High Standards 79%- Learning Gains 74%- Lowest 73%-- Math High Standards 82%- Learning Gains 86%- Lowest 83% 2011- Grade A Reading High Standards 89%- Learning Gains 70%- Lowest 75%-- Math High Standards 92%- Learning Gains 85%- Lowest 86%; AYP 92%	





Part-time / District-based Areas	Years as Coach:	Years at Current School:
	[none selected]	
<b>Credentials</b>		
<b>Performance Record</b>		

**Classroom Teachers**

<b># of classroom teachers</b>	68
<b># receiving effective rating or higher</b>	68, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	65, 96%
<b># ESOL endorsed</b>	23, 34%
<b># reading endorsed</b>	12, 18%
<b># with advanced degrees</b>	27, 40%
<b># National Board Certified</b>	4, 6%
<b># first-year teachers</b>	5, 7%
<b># with 1-5 years of experience</b>	13, 19%
<b># with 6-14 years of experience</b>	18, 26%
<b># with 15 or more years of experience</b>	32, 47%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	11
<b># Highly Qualified</b>	0, 0%

**Other Instructional Personnel**

<b># of instructional personnel not captured in the sections above</b>	0
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**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Our leadership team recruits new personnel at local universities and district job fairs, as well as referrals from colleagues and district personnel. We plan to retain our new teachers by providing an ample support system utilizing the ESP program and teacher orientation program(TOP).

**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**

Regularly held TOP meetings for our new teachers will be scheduled to work on school procedures, best-practices, collegiality, and providing support. The ESP program is also being utilized for those new staff members who are new to the education field or do not meet the criteria to be exempted. The ESP contact will carefully choose a mentor and buddy to work with this individual and provide the necessary support to ensure his/her success.

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

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**

An ongoing, systematic problem solving process is consistently used to guide decision making across a continuum of needs. Data collection based upon academic achievement, discipline, attendance, and other factors are used to determine the effectiveness of core instruction among our students. Based upon this information, the team will identify 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 will identify students who are not meeting the identified targets. These students will be referred to the school based MTSS leadership team. This team will use a four step problem solving model to conduct all meetings and identify an individual plan for these students academic/behavioral needs. The team will assign a case liaison and will ensure the necessary resources are available and that the plan is implemented with fidelity.

Problem Solving Process-

- 1- Problem identification- entails identifying the problem and the desired effect 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 upon data previously collected and ensuring that they are implemented correctly.
- 4- Evaluating- (also known as response to intervention) the effectiveness of the response to the intervention is measured and team determines future steps.

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

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

The school-based MTSS leadership team is comprised of the principal, assistant principals, ESE contact, guidance counselors, SLP, school psychologist, and classroom teachers. Members of the school-based MTSS leadership team will meet with the SAC to help develop the SY14 SIP. Utilizing the previous year's data, information on the tier 1 ,2, and 3 targets, and focus on deficit areas will be discussed.

Topics for discussions include but are not limited to:

FCAT scores and the lowest 25%

Strengths and weaknesses of intensive classes

Mentoring, tutoring, and other pull-out services

Professional development for all stakeholders on the MTSS process

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

The core systems in place are core instruction, SwPBS, student recognition system, diagnostic data, universal screenings, Reading Plus, etc. Other systems that are in place are intensive classes, ComPASS program for remediation, tutorial programs, enrichment clubs, acceleration classes (HS credit, accelerated science), the listener program, check-in/check-out program, etc.

### **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**

The school-based MTSS leadership team uses EDW reports (including but not limited to: discipline dashboards, testing profiles, attendance data, individual profiles), diagnostic data, classroom performance data, universal screening data, behavioral data, etc to analyze the effectiveness of our core, supplemental, and intensive supports.

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

Throughout the year the staff will be trained on MTSS and the process for determining students who are not showing success with effective tier-1 instruction. Teachers will use data to determine students in need of extra supports and be informed of the practices in place to offer extra supports to these students. Parents will be contacted and informed of the process through the school-based MTSS leadership team's leader and case liaison.

### **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:** 29,100

Our before/after care program offers homework help, Reading Plus assistance, and FCAT tutorial programs in reading, math and writing. Enrichment activities offered are minecraft club, robotics club, newspaper club, and debate club.

**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?**

For the tutorial programs there is a pre-test that is given to help individualize the program based upon student needs. At the end a post-test is given to determine student growth over the tutorial window. For the other activities and instructional initiatives student data is used to determine effectiveness.

**Who is responsible for monitoring implementation of this strategy?**

The people responsible for monitoring the implementation are the before/after school director, club or activity sponsors, and department heads.

**Strategy:** Weekend Program

**Minutes added to school year:** 360

We hold an 8th grade writer's workshop on the PDD prior to FCAT writes to provide students with last minute practice and reinforce the writing skills taught throughout the year.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

FCAT writes data is disaggregated after it is available to determine the program's effectiveness.

**Who is responsible for monitoring implementation of this strategy?**

Language Arts department and administration

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Blake Bennett	Principal
Gay Prater	Assistant Principal

Name	Title
Lindsay Stafford	Assistant Principal
Margie Walsh	Social Studies Teacher
Kerry Emery	Language Arts Teacher
Pamela Park	Science Teacher
Robin Stern	Reading Teacher
Judy Warren	Math Teacher
Joann Berton	Media Specialist
Lois Weber	Reading Teacher
Lori Gerboc	Reading Teacher

### **How the school-based LLT functions**

The school-based LLT meets monthly to determine necessary teacher training, disaggregate data, target students for reinforcement and enrichment, and determine reading/literacy strategies that will be taught to our students across curricular areas.

### **Major initiatives of the LLT**

The major initiatives of the school-based LLT are for our students to achieve proficiency and continued growth on all assessments. We will focus on improving writing proficiency by utilizing a school-wide writing initiative that is placed on each desk in the school. Students will use the acronym FOCUS (Focus, Organization, Conventions, USe of evidence) as a writer's checklist across all curricular areas. Students are expected to complete writing assignments using this checklist weekly in classes. We will also focus on increasing literacy through school-wide common core literacy activities on PD days. The entire school will work on a cross-curricular assignments throughout the day that requires students to read at least one piece of informational text three times and produce a written evidence based assignment related to the topic. Finally, the school based LLT will also continue focusing on ensuring that direct instruction involving reading strategies such as QAR, search and destroy, chunking, interactive word walls, reading counts (with incentives), and school-wide vocabulary strategies are provided to all students across the curriculum.

## **Every Teacher Contributes to Reading Instruction**

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

Every teacher contributes to the reading improvement of every student by participating in daily silent sustained reading across the curriculum, school-wide Common Core based lessons on professional development days which focus on the literacy shifts, and a school-wide summer reading project that all teachers grade.

## **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**

Students have the option to apply for our Pre-Business/Pre-Information Technology academy which offers training in keyboarding, computer applications, and Computing for Colleges and Careers. This program culminates in a career technical exam. We also offer middle school accelerated science for our

7th graders as well as Earth/Space Science, Algebra 1, Algebra 1 Honors, Geometry Honors, Computing for Colleges and Careers and Spanish 1 as high school credit courses to middle schoolers.

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

Students participate in an assembly yearly to discuss opportunities for course selections for the following year. Students are able to make appointments with guidance counselors to assist with course selections. Guidance counselors also attend classes through social studies yearly to discuss career planning with all students.

**Strategies for improving student readiness for the public postsecondary level**

## 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	83%	78%	No	85%
American Indian				
Asian	83%	81%	No	85%
Black/African American	64%	65%	Yes	68%
Hispanic	83%	73%	No	84%
White	87%	83%	No	88%
English language learners	51%	22%	No	56%
Students with disabilities	58%	52%	No	62%
Economically disadvantaged	73%	66%	No	76%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	343	31%	33%
Students scoring at or above Achievement Level 4	820	47%	49%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	36%	38%
Students scoring at or above Level 7	16	57%	59%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	837	72%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	149	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)	13	93%	95%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		45%

**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	291	78%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		88%

**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	88%	79%	No	90%
American Indian				
Asian	91%	81%	No	92%
Black/African American	70%	56%	No	73%
Hispanic	87%	77%	No	88%
White	92%	85%	No	93%
English language learners	56%	30%	No	60%
Students with disabilities	69%	51%	No	72%
Economically disadvantaged	79%	68%	No	81%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	317	28%	30%
Students scoring at or above Achievement Level 4	578	51%	53%

**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>		27%
Students scoring at or above Level 7	17	61%	63%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	988	85%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	178	74%	76%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	230	60%	65%
Middle school performance on high school EOC and industry certifications	230	100%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	13%	11%
Students scoring at or above Achievement Level 4	186	87%	89%

**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>		0%
Students scoring at or above Achievement Level 4	20	100%	100%

**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	102	27%	29%
Students scoring at or above Achievement Level 4	189	50%	52%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		16%
Students scoring at or above Level 7	[data excluded for privacy reasons]		74%

**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)	5		6
Participation in STEM-related experiences provided for students	239	20%	50%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	350	29%	35%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	85%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	85%
Students taking CTE industry certification exams	0	0%	6%
Passing rate (%) for students who take CTE industry certification exams		0%	85%
CTE program concentrators	0	0%	1%
CTE teachers holding appropriate industry certifications	1	1%	1%

**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	7	1%	1%
Students who fail a mathematics course	18	2%	1%
Students who fail an English Language Arts course	13	1%	1%
Students who fail two or more courses in any subject	26	2%	1%
Students who receive two or more behavior referrals	124	10%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	35	3%	1%

**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**

In SY14, WLMS will continue to reach out to parents of our students in an attempt to strengthen the school-home relationship and educate parents on school initiatives.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase our number of parent volunteers by 5%	119	10%	15%

**Area 10: Additional Targets**

**Additional targets for the school**

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 the 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

**Specific Additional Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Civics 7th grade- 9/11 Remembrance Project- Tree of Life			100%
Reading 8th grade- Holocaust Lesson			100%
Chorus- Holocaust song/Paperclips Lesson			100%
Reading 7th Grade- Civil Rights movement/African American Poets			100%
Civics- Women's Suffrage Movement			100%

## Goals Summary

- G1.** WLMS will increase proficiency and learning gains by 2% in reading, math, and writing.
- G2.** WLMS will increase opportunities for parental involvement in an attempt to strengthen the school/home relationship.
- G3.** WLMS will increase opportunities for science, technology, engineering, and mathematics enrichment for our students.

## Goals Detail

**G1.** WLMS will increase proficiency and learning gains by 2% in reading, math, and writing.

### Targets Supported

- Writing
- Algebra 1 EOC
- Geometry EOC

### Resources Available to Support the Goal

- At WLMS our resources for reading, writing, and math include but are not limited to: classroom textbooks, Wilson Reading Program, Read 180, Reading Plus, Reading Advantage, I-Ready, NY Times Upfront, DBQ's, FOCUS writer's checklist, Algebra Nation, Intensive Math, Touch Math, response boards, clickers, interwrite pads, professional development for Common Core Standards, professional learning team meetings, common planning meetings, grade level meetings, individual student portfolios, individual student data chats, and tutorials.

### Targeted Barriers to Achieving the Goal

- Differentiating of reading instruction based upon student individual needs.
- Many students in the lowest 25% for reading will not have the time needed during the school day to remediate and support their individual reading weaknesses.
- Many students in the lowest 25% for math may need additional support and practice that what can be practiced during the school day.
- Some of our 8th grade students may not be prepared with the skills for text evidence, mechanical and conventional processes, and/or vocabulary to show proficiency on the FCAT writes.

### Plan to Monitor Progress Toward the Goal

Reports and data will be disaggregated to look for improvements.

**Person or Persons Responsible**

Principal, Asst. Principals, Language Arts Dept Head

**Target Dates or Schedule:**

End of school year

**Evidence of Completion:**

Growth and proficiency percentage of students on diagnostics and benchmark assessments.

**G2. WLMS will increase opportunities for parental involvement in an attempt to strengthen the school/home relationship.**

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parent Link, Edline, WLMS newsletter, PTO members, email blasts.

**Targeted Barriers to Achieving the Goal**

- Parents need to be informed about how their child is performing in school and many students do not communicate school difficulties with their parents.
- Parents may not be aware of parental involvement opportunities available.

### Plan to Monitor Progress Toward the Goal

Parents will be informed of how to help their children be successful at school and be aware of school initiatives.

**Person or Persons Responsible**

Principal, Asst Principal, Guidance Counselors

**Target Dates or Schedule:**

throughout school year

**Evidence of Completion:**

Parent surveys, documentation from meetings/conferences/ phone logs.

**G3. WLMS will increase opportunities for science, technology, engineering, and mathematics enrichment for our students.**

**Targets Supported**

- 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, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM - All Levels
- CTE

**Resources Available to Support the Goal**

- Robotics club, minecraft club, computer classes, science fair, newspaper club, I-QUEST, Earth/Space Science, accelerated science for 7th grade, FCAT Explorer, clickers, etc.

**Targeted Barriers to Achieving the Goal**

- Students achieving above level proficiency may be provided limited opportunities for critical thinking skills related to the mathematical/scientific processes.

**Plan to Monitor Progress Toward the Goal**

Students will have opportunities to increase critical thinking skills through STEM initiatives

**Person or Persons Responsible**

Principal, Asst. Principals, Dept. Heads

**Target Dates or Schedule:**

End of school year

**Evidence of Completion:**

Progress on diagnostics and benchmark assessments.



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** WLMS will increase proficiency and learning gains by 2% in reading, math, and writing.

**G1.B1** Differentiating of reading instruction based upon student individual needs.

**G1.B1.S1** School wide implementation of the Reading Plus program through language arts classes.

### Action Step 1

Technology based reading program that is individualized based on student needs.

#### Person or Persons Responsible

Principal, Asst. Principals, Language Arts/Reading teachers

#### Target Dates or Schedule

September 2013- May 2014

#### Evidence of Completion

Data from program reports

#### Facilitator:

Administrative team, Reading Plus consultant

#### Participants:

Language Arts and Reading teachers

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

Reading plus reports will be reviewed regularly

#### Person or Persons Responsible

Principal, Asst. Principals, Language Arts/Reading teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Reading Plus reports/ Diagnostic data/ FCAT data

## Plan to Monitor Effectiveness of G1.B1.S1

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

### Person or Persons Responsible

Language Arts/Reading teachers, Principal, Asst. Principals

### Target Dates or Schedule

Throughout school year

### Evidence of Completion

Reading plus reports/grade reports

## G1.B1.S2 Individual student portfolios for monitoring progress and mastery of standards.

### Action Step 1

Individual portfolios for classrooms

#### Person or Persons Responsible

classroom teachers

#### Target Dates or Schedule

throughout year

#### Evidence of Completion

portfolio boxes in classrooms.

#### Facilitator:

Dept. Heads

#### Participants:

teachers

## Action Step 2

Individual portfolios for classrooms

### Person or Persons Responsible

classroom teachers

### Target Dates or Schedule

throughout year

### Evidence of Completion

portfolio boxes in classrooms.

### Facilitator:

Dept. Heads

### Participants:

teachers

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

Portfolios will be kept in class per student to determine mastery of skills and to monitor progress.

### Person or Persons Responsible

Language Arts teachers

### Target Dates or Schedule

Throughout the school year

### Evidence of Completion

Student portfolios

## Plan to Monitor Effectiveness of G1.B1.S2

Individual student progress throughout the school year.

### Person or Persons Responsible

Language arts teachers

### Target Dates or Schedule

At least once after diagnostic results are collected

### Evidence of Completion

Data chats, student portfolio data

**G1.B1.S3** School wide Implementation of Word Attack for vocabulary through language arts classes. School wide implementation of the "Gator Glossary" word of the day for vocabulary enrichment.

**Action Step 1**

Vocabulary lessons infused into daily curriculum

**Person or Persons Responsible**

Principal, Asst. Principals, Dept. Heads, Teachers

**Target Dates or Schedule**

throughout year

**Evidence of Completion**

word walls, student grades

**Plan to Monitor Fidelity of Implementation of G1.B1.S3**

Student success with vocabulary understanding and usage.

**Person or Persons Responsible**

Principal, Assistant Principal, All teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Word Attack lessons and school wide "Gator Glossary" weekly lessons.

**Plan to Monitor Effectiveness of G1.B1.S3**

Diagnostic and FCAT data, teacher scores

**Person or Persons Responsible**

Language arts/reading teachers

**Target Dates or Schedule**

After winter diagnostics

**Evidence of Completion**

Disaggregated data by teachers

**G1.B2** Many students in the lowest 25% for reading will not have the time needed during the school day to remediate and support their individual reading weaknesses.

**G1.B2.S1** School wide book reports.

**Action Step 1**

Students will choose a book from a provided list and complete a book report project as well as reading count quiz.

**Person or Persons Responsible**

All teachers

**Target Dates or Schedule**

Throughout school year

**Evidence of Completion**

Teacher rubrics and grades

**Facilitator:**

Language Arts Dept. Head/Team Leader

**Participants:**

teachers

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

Grades provided using a rubric

**Person or Persons Responsible**

All teachers

**Target Dates or Schedule**

After project due date

**Evidence of Completion**

Rubrics, teacher gradebooks

### Plan to Monitor Effectiveness of G1.B2.S1

Student completion and passing rate

**Person or Persons Responsible**

Language arts teachers

**Target Dates or Schedule**

After project grades are completed and returned

**Evidence of Completion**

teacher gradebooks

### G1.B2.S2 Target intervention through tutorial programs.

**Action Step 1**

Reading tutorial programs offered before/after school, weekends, and for pull-outs.

**Person or Persons Responsible**

Tutorial teachers, department heads, after school director

**Target Dates or Schedule**

after winter diagnostic data is disaggregated until FCAT

**Evidence of Completion**

Lesson plans, pre/post test data

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

Student achievement will be monitored

**Person or Persons Responsible**

Principal, Asst Principals, tutorial teachers, afterschool director

**Target Dates or Schedule**

throughout second semester

**Evidence of Completion**

Post test data, FCAT data

## Plan to Monitor Effectiveness of G1.B2.S2

Student progress data

### Person or Persons Responsible

tutorial teachers

### Target Dates or Schedule

throughout second semester

### Evidence of Completion

FCAT scores

**G1.B3** Many students in the lowest 25% for math may need additional support and practice that what can be practiced during the school day.

## G1.B3.S1 Targeted intervention through tutorial programs.

### Action Step 1

Math tutorial programs offered before/after school, weekends, and pull-outs.

### Person or Persons Responsible

Tutorial teachers, department heads, afterschool director

### Target Dates or Schedule

After winter diagnostic data is disaggregated

### Evidence of Completion

lesson plans, pre/post test data

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

student achievement will be monitored

### Person or Persons Responsible

Principal, Asst Principals, Tutorial teachers, afterschool director

### Target Dates or Schedule

throughout second semester

### Evidence of Completion

pre/post test data, FCAT data

## Plan to Monitor Effectiveness of G1.B3.S1

student progress data

### Person or Persons Responsible

tutorial teachers

### Target Dates or Schedule

throughout second semester

### Evidence of Completion

FCAT scores

**G1.B4** Some of our 8th grade students may not be prepared with the skills for text evidence, mechanical and conventional processes, and/or vocabulary to show proficiency on the FCAT writes.

**G1.B4.S1** Writing workshops during school hours and outside of the regular school day.

### Action Step 1

Writing tutorial workshops offered before/after school, on weekends, for pull-outs, during language arts classes, and on specified PD days.

### Person or Persons Responsible

Tutorial teachers, language arts department head, after school director

### Target Dates or Schedule

January-February 2014

### Evidence of Completion

lesson plans, written response data

## Plan to Monitor Fidelity of Implementation of G1.B4.S1

student progress in written expression will be monitored

### Person or Persons Responsible

Principal, Asst Principals, tutorial teachers, after school director

### Target Dates or Schedule

throughout tutorial dates

### Evidence of Completion

student writing assignments, PBW data



## Plan to Monitor Effectiveness of G1.B4.S1

Student progress with written expression

### Person or Persons Responsible

tutorial teachers

### Target Dates or Schedule

throughout tutorial period

### Evidence of Completion

FCAT writes scores

**G2.** WLMS will increase opportunities for parental involvement in an attempt to strengthen the school/home relationship.

**G2.B1** Parents need to be informed about how their child is performing in school and many students do not communicate school difficulties with their parents.

**G2.B1.S1** Teachers will communicate with parents of students who are failing or in danger of failing a course and communicate to all parents by providing updated information and grades on Edline.

### Action Step 1

Communication with parents via phone, conferences, and/or Edline.

### Person or Persons Responsible

all teachers

### Target Dates or Schedule

throughout the school year

### Evidence of Completion

phone logs, email, conference notes, Edline accounts

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

Documentation of teacher communication will be kept on hand

#### Person or Persons Responsible

Principal, Asst.Principal, Guidance counselors

#### Target Dates or Schedule

throughout school year

#### Evidence of Completion

meetings with teaching staff

### Plan to Monitor Effectiveness of G2.B1.S1

Communication data

#### Person or Persons Responsible

Principal, Asst. Principal, Guidance

#### Target Dates or Schedule

throughout school year

#### Evidence of Completion

Edline Accounts, Teacher documentation

### G2.B2 Parents may not be aware of parental involvement opportunities available.

**G2.B2.S1** Flyers, Email blasts, and Parent Link calls will be used for communicating opportunities/ events.

#### Action Step 1

Communicate important information, opportunities, and events to parents.

#### Person or Persons Responsible

Principal, office staff

#### Target Dates or Schedule

throughout year

#### Evidence of Completion

Flyers, Parent Link calls, Email Blasts

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

Documetation of items/calls sent home

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

throughout year

**Evidence of Completion**

Parent attendance at events, oppportuniites

### Plan to Monitor Effectiveness of G2.B2.S1

Parent attendance at events, oppportunities

**Person or Persons Responsible**

Principal, office staff

**Target Dates or Schedule**

throughout year

**Evidence of Completion**

VIPS printouts, Agenda/Sign In sheets

**G3.** WLMS will increase opportunities for science, technology, engineering, and mathematics enrichment for our students.

**G3.B1** Students achieving above level proficiency may be provided limited opportunities for critical thinking skills related to the mathematical/scientific processes.

**G3.B1.S1** After school clubs and courses during the school day will be offered to enrich our students in the areas of science, technology, engineering, and mathematics.

**Action Step 1**

Clubs (such as minecraft and newspaper) and high school math, science, and technology courses will be offered.

**Person or Persons Responsible**

Principal, Asst. Principals, Dept. Heads, Teachers, After School Director

**Target Dates or Schedule**

throughout the school year.

**Evidence of Completion**

master schedule, after school rosters

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

Students will participate in STEM enrichment activities.

**Person or Persons Responsible**

Teachers, After School Director

**Target Dates or Schedule**

throughout the school year.

**Evidence of Completion**

lesson plan book and attendance rosters

## Plan to Monitor Effectiveness of G3.B1.S1

students will increase understanding of STEM concepts

### **Person or Persons Responsible**

Principal, Asst. Principals, Dept. Heads, Teachers

### **Target Dates or Schedule**

end of school year

### **Evidence of Completion**

CTE, FCAT, EOC

## 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

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX, and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during learning team meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and implementation of SwPBS programs.

## 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.** WLMS will increase proficiency and learning gains by 2% in reading, math, and writing.

**G1.B1** Differentiating of reading instruction based upon student individual needs.

**G1.B1.S1** School wide implementation of the Reading Plus program through language arts classes.

### PD Opportunity 1

Technology based reading program that is individualized based on student needs.

#### Facilitator

Administrative team, Reading Plus consultant

#### Participants

Language Arts and Reading teachers

#### Target Dates or Schedule

September 2013- May 2014

#### Evidence of Completion

Data from program reports

**G1.B1.S2** Individual student portfolios for monitoring progress and mastery of standards.

### PD Opportunity 1

Individual portfolios for classrooms

#### Facilitator

Dept. Heads

#### Participants

teachers

#### Target Dates or Schedule

throughout year

#### Evidence of Completion

portfolio boxes in classrooms.

## PD Opportunity 2

Individual portfolios for classrooms

### Facilitator

Dept. Heads

### Participants

teachers

### Target Dates or Schedule

throughout year

### Evidence of Completion

portfolio boxes in classrooms.

**G1.B2** Many students in the lowest 25% for reading will not have the time needed during the school day to remediate and support their individual reading weaknesses.

**G1.B2.S1** School wide book reports.

## PD Opportunity 1

Students will choose a book from a provided list and complete a book report project as well as reading count quiz.

### Facilitator

Language Arts Dept. Head/Team Leader

### Participants

teachers

### Target Dates or Schedule

Throughout school year

### Evidence of Completion

Teacher rubrics and grades



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	WLMS will increase proficiency and learning gains by 2% in reading, math, and writing.	\$14,400
Total		\$14,400

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Keely Spinelli Grant	\$9,900	\$9,900
Keely Spinelli Education Grant and K-12 Grant	\$2,500	\$2,500
Keely Spinelli Education Grant	\$2,000	\$2,000
Total	\$14,400	\$14,400

### Budget Details

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

**G1.** WLMS will increase proficiency and learning gains by 2% in reading, math, and writing.

**G1.B1** Differentiating of reading instruction based upon student individual needs.

**G1.B1.S1** School wide implementation of the Reading Plus program through language arts classes.

#### Action Step 1

Technology based reading program that is individualized based on student needs.

#### Resource Type

Evidence-Based Program

#### Resource

to purchase the Reading Plus Program

#### Funding Source

Keely Spinelli Grant

#### Amount Needed

\$7,400

**G1.B2** Many students in the lowest 25% for reading will not have the time needed during the school day to remediate and support their individual reading weaknesses.

**G1.B2.S2** Target intervention through tutorial programs.

**Action Step 1**

Reading tutorial programs offered before/after school, weekends, and for pull-outs.

**Resource Type**

Evidence-Based Program

**Resource**

to pay certified tutorial for the tutorial program

**Funding Source**

Keely Spinelli Grant

**Amount Needed**

\$2,500

**G1.B3** Many students in the lowest 25% for math may need additional support and practice that what can be practiced during the school day.

**G1.B3.S1** Targeted intervention through tutorial programs.

**Action Step 1**

Math tutorial programs offered before/after school, weekends, and pull-outs.

**Resource Type**

Evidence-Based Program

**Resource**

to pay certified tutors for the tutorial program

**Funding Source**

Keely Spinelli Education Grant and K-12 Grant

**Amount Needed**

\$2,500

**G1.B4** Some of our 8th grade students may not be prepared with the skills for text evidence, mechanical and conventional processes, and/or vocabulary to show proficiency on the FCAT writes.

**G1.B4.S1** Writing workshops during school hours and outside of the regular school day.

**Action Step 1**

Writing tutorial workshops offered before/after school, on weekends, for pull-outs, during language arts classes, and on specified PD days.

**Resource Type**

Evidence-Based Program

**Resource**

to pay certified tutors for the tutorial program

**Funding Source**

Keely Spinelli Education Grant

**Amount Needed**

\$2,000