



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Westwood Middle School

3215 NW 15TH AVE

Gainesville, FL 32605

352-955-6718

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
54%

Alternative/ESE Center
No

Charter School
No

Minority Rate
59%

School Grades History

2013-14
B

2012-13
B

2011-12
A

2010-11
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

Westwood Middle School

Principal

James Tenbieg

School Advisory Council chair

Joe Swails

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

| Name | Title |
|------------------|-----------------------|
| Jim TenBieg | Principal |
| Lisa Peterson | Assistant Principal |
| Bruce Johnson | Assistant Principal |
| Jill Kanji | Guidance Counselor |
| Jennifer MacEwan | Gudiance Counselor |
| Karen Bethel | Dean |
| Keith Teller | Dean |
| Cheryl Alexaitis | 6th Grade Team Leader |
| Don Fitzpatrick | 7th Grade Team Leader |
| Tiffany Playne | 8th Grade Team Leader |

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

Pending

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

James TenBieg (principal), Laura Lambes (school database), David Dixon (band teacher), Joseph Swails (social studies teacher), Connie Burton (parent), Roger Cox (parent), Starr Cooke (parent), Michelle Shelar (school nurse), Donna Dotts (community member), Hugo Cruz (community member), Tom McCallum (community member), Enrique Vargas (community member)

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

In addition to looking at ways to increase student achievement, Westwood's school advisory council will continue to explore a variety of ways to increase parent involvement. Progress monitoring will occur throughout the year and will be shared with the school advisory council in order to re-examine school improvement goals. The SAC will also determine the most appropriate need for the expenditure of Lotto and Advanced Placement monies, including mini-grants (worth up to \$250 for those applying).

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

SAC monies will fund an afterschool tutoring program that specifically targets FCAT level II students in Reading.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

James Tenbieg

Principal

Years as Administrator: 21

Years at Current School: 14

Credentials

Bachelor's & Master's degrees in education from the University of South Florida.

Performance Record

"A" for 2001-2002, "A" for 2002-2003, "B" for 2003-2004, "B" for 2004-2005, "A" for 2005-2006, "A" for 2006-2007, "A" for 2007-2008, "A" for 2008-2009, "A" for 2009-2010, "A" for 2010-2011, "A" for 2011-2012, "B" for 2012-2013.

Bruce D. Johnson

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Bachelor's, Master's, & Specialist's Degrees in education from the University of Florida

Performance Record

"A" for 2001-2002, "A" for 2002-2003, "B" for 2003-2004, "B" for 2004-2005, "A" for 2005-2006, "A" for 2006-2007, "A" for 2007-2008, "A" for 2008-2009, "A" for 2009-2010, "A" for 2010-2011, "A" for 2011-2012, "B" for 2012-2013.

Lisa Peterson

Asst Principal

Years as Administrator: 12

Years at Current School: 7

Credentials

Bachelor's, Master's, & Specialist's Degrees in education from the University of Florida

Performance Record

"A" for 2001-2002, "A" for 2002-2003, "B" for 2003-2004, "B" for 2004-2005, "A" for 2005-2006, "A" for 2006-2007, "A" for 2007-2008, "A" for 2008-2009, "A" for 2009-2010, "A" for 2010-2011, "A" for 2011-2012, "B" for 2012-2013.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Gail Billingsley**

Part-time / District-based

Years as Coach: 4

Years at Current School: 4

Areas

Reading/Literacy

Credentials

Masters in reading - University of Tennessee

Performance Record

"A" for 2009-2010, "A" for 2010-2011, "A" for 2011-2012, "B" for 2012-2013.

Classroom Teachers**# of classroom teachers**

64

receiving effective rating or higher

64, 100%

Highly Qualified Teachers

97%

certified in-field

55, 86%

ESOL endorsed

13, 20%

reading endorsed

16, 25%

with advanced degrees

37, 58%

National Board Certified

6, 9%

first-year teachers

2, 3%

with 1-5 years of experience

14, 22%

with 6-14 years of experience

21, 33%

with 15 or more years of experience

27, 42%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

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

At the county level, each applicant receives a background check both for education and criminal standing (Beverly Finley). The school tailors Professional Development Plans to subject areas and individuals, and staff development opportunities are regularly offered (Administrative Staff). The district has an annual recruitment fair to assist in the filling of teaching positions (District Personnel and Administrative Staff). Grade level teams and departments are available for support (Team Leaders, Department Chairs Principal, AP's).

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

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

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

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

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

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

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

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

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

The school-based RtI Leadership Team will meet a minimum of once per month to disaggregate progress monitoring data, determine remediation strategies, and/or make recommendations to the School Advisory Council.

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

FAIR (reading) , On-Track testing (science, math, writing) , Scholastic reading Inventory as well as teacher-generated assessments. The guidance department along with a truancy officer monitors attendance issues, and the student services team monitors behavior issues and develops appropriate individualized behavioral intervention plans.

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

The aforementioned duties of the Rti Leadership team, Student Services Team, Guidance Department, grade level teams, and subject area teams with disaggregate data to determine trends with behavior, instruction, learning, and attendance. Recommendations for program modification and/or staff development will then be made to the School Advisory Council and/or administration. Staff Development opportunities have been and will be implemented to involve staff in data-driven decision-making.

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: 6,650

Implementation of an in-house tutoring program. It specifically focuses on (but is not limited to) FCAT Level II reading students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Analysis of FCAT scores, FAIR testing, and SRI scores.

Who is responsible for monitoring implementation of this strategy?

Six teachers have been hired to implement the program. Oversight being conducted by the principal and assistant principal for curriculum.

Literacy Leadership Team (LLT)

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

| Name | Title |
|------------------|-------------------------|
| Jim TenBieg | Principal |
| Lisa Peterson | Assistant Principal |
| Bruce D. Johnson | Assistant Principal |
| Terri Blakeslee | Reading Chair |
| Peggy Beland | Assistant Reading Chair |
| Tim McShane | Language Arts Chair |
| Jill Kanji | Guidance Counselor |
| Jennifer MacEwan | Guidance Counselor |
| Melissa Pratto | Reading Teacher |
| Debbie Roberts | Media Specialist |

How the school-based LLT functions

The school-based Literacy Leadership Team will serve as the hub for data and data analysis as well as the chief conduit for the flow of information and training with regard to reading. The team will meet regularly to analyze data, discuss and implement intervention strategies, monitor progress, evaluate effectiveness, and identify areas of need with regard to professional development in the reading content area.

Major initiatives of the LLT

The main focus of the LLT for this school year is to provide reading strategies within content area courses.

Another initiative of the LLT this year will be to work with science and social studies teachers to develop content-specific FCAT-style questions as "bell-ringers." Although the focus would be on reading instruction, the lessons themselves will touch upon all subject areas, both academic and exploratory classes. Westwood has combined homeroom and first period to facilitate the implementation of the focus lessons.

Regularly scheduled progress monitoring will occur through use of the F.A.I.R. assessment. Response-to-Intervention (RtI) will aide in identifying and remediating students in need of additional resources. Advanced technology will be used to increase student motivation.

Every Teacher Contributes to Reading Instruction

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

Reading strategies for content area courses is a focus of inservice this school year.

Another initiative will be to work with science and social studies teachers to develop content-specific FCAT-style questions as "bell-ringers." Although the focus would be on reading instruction, the lessons themselves will touch upon all subject areas, both academic and exploratory classes. Westwood has combined homeroom and first period to facilitate the implementation of the focus lessons.

Physical education courses include writing/reading journals.

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 will also have the opportunity to participate in Alachua e-School to take courses offered to every student in the county. Students will also have the opportunity to dual enroll on campus or off campus.

We hope to expand a technology class into a Microsoft-centric class where students can earn completion certificates (and certification). Westwood is currently in discussion with the county office as to what our scheduling options are.

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

Westwood takes great pride in the individuality we give to each student's academic career. We begin focusing on academics from day one, informing students of their need to successfully complete credits to move on to high school.

At the end of each year, students are recommended for appropriate class placement, determined by FCAT scores, prior class completion, and levels of ability. In addition, supplemental classes or tutoring are offered for students who are struggling with academic success.

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

Strategies for improving student readiness for the public postsecondary level

Strategies for improving student readiness for the public post-secondary level include incorporating higher-level learning into the curriculum, encouraging students to take more rigorous coursework through our Cambridge and gifted tracks, and integrating standardized test taking strategies into daily instruction.

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 | 63% | 59% | No | 67% |
| American Indian | | | | |
| Asian | 62% | 64% | Yes | 66% |
| Black/African American | 43% | 34% | No | 48% |
| Hispanic | 58% | 47% | No | 62% |
| White | 78% | 78% | Yes | 81% |
| English language learners | 28% | 44% | Yes | 36% |
| Students with disabilities | 38% | 42% | Yes | 44% |
| Economically disadvantaged | 48% | 42% | No | 54% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 253 | 26% | 31% |
| Students scoring at or above Achievement Level 4 | 292 | 30% | 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> | | 30% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 30% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 522 | 61% | 66% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 123 | 57% | 62% |

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) | 21 | 40% | 45% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 14 | 27% | 32% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 16 | 31% | 36% |

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 | 142 | 45% | 50% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

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 | 67% | 58% | No | 70% |
| American Indian | | | | |
| Asian | 80% | 67% | No | 82% |
| Black/African American | 48% | 31% | No | 53% |
| Hispanic | 62% | 59% | No | 66% |
| White | 80% | 78% | No | 82% |
| English language learners | 48% | 44% | No | 54% |
| Students with disabilities | 41% | 25% | No | 47% |
| Economically disadvantaged | 53% | 39% | No | 57% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 224 | 27% | 32% |
| Students scoring at or above Achievement Level 4 | 201 | 24% | 29% |

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> | | 55% |
| Students scoring at or above Level 7 | | | |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 553 | 64% | 69% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 127 | 56% | 61% |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 38 | 32% | 37% |
| Students scoring at or above Achievement Level 4 | 80 | 67% | 24% |

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 | 92 | 29% | 34% |
| Students scoring at or above Achievement Level 4 | 78 | 24% | 29% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

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) | 1 | | |
| Participation in STEM-related experiences provided for students | 980 | 100% | |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | 0 | 0% | 4% |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 0 | 0% | 0% |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | 0% | 100% |
| Students taking CTE industry certification exams | 0 | 0% | 4% |
| Passing rate (%) for students who take CTE industry certification exams | | 0% | 4% |
| CTE program concentrators | 0 | 0% | 0% |
| CTE teachers holding appropriate industry certifications | 0 | 0% | 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 | 100 | 9% | 5% |
| Students who fail a mathematics course | 15 | 1% | 1% |
| Students who fail an English Language Arts course | 11 | 1% | 0% |
| Students who fail two or more courses in any subject | 7 | 1% | 0% |
| Students who receive two or more behavior referrals | 154 | 15% | 10% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 75 | 7% | 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 total number of volunteer minutes was 5,797 from 461 total volunteers. It was determined that 122 of them were parents. Determining the total number of parents is difficult to determine, so for the sake of the percentages requested below, we are simply doubling the student population.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|-------------------------------|---------------|---------------|---------------|
| Westwood parents volunteering | 122 | 6% | 8% |

Goals Summary

- G1.** Increasing the reading scores of Westwood's lowest quartile by at least 5%.
- G2.** Increasing the science scores of Westwood students by 5%
- G3.** Increasing the mathematics scores of Westwood's lowest quartile by at least 5%.
- G4.** Students scoring at or above 3.5 in writing will increase by 5%.
- G5.** Reduce the number of out-of school and in-school suspensions/detentions by 10%
- G6.** Parent involvement will increase

Goals Detail

G1. Increasing the reading scores of Westwood's lowest quartile by at least 5%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- SAC monies for tutoring, Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Writing Training School-wide Writing Plan Provide follow up training on how to write highly effective lesson plans Use of effective instructional strategies (Marzano, Kagan, CRIS) Use of explicit instruction, slow release/ scaffolding Use of Webb's Depth of Knowledge Lesson Study Provide more opportunities for students to practice writing Text Complexity/Higher Order Questioning Close Reading & Comprehension Instructional Sequence Training

Targeted Barriers to Achieving the Goal

- Target students ride the bus home, so they can't participate in after school tutoring. Target students ride the bus to school, and it arrives late, precluding them from participating in before school tutoring.
- Complexity of tests increase as student grade level increases.
- Lack of uniform curriculum structure
- Students missing instructional time due to behavior issues

Plan to Monitor Progress Toward the Goal

Lack of access to reading tutoring

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Quarterly FAIR and SRI scores (for lowest quartile students).

G2. Increasing the science scores of Westwood students by 5%

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- SAC monies for tutoring, Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Writing Training School-wide Writing Plan Provide follow up training on how to write highly effective lesson plans Use of effective instructional strategies (Marzano, Kagan, CRIS) Use of explicit instruction, Lesson Study Provide more opportunities for students to practice writing Text Complexity/Higher Order Questioning Close Reading & Comprehension Instructional Sequence Training

Targeted Barriers to Achieving the Goal

- Lack of uniform curriculum structure
- Students missing instructional time due to behavior issues
- Complexity of tests increase as student grade level increases.

Plan to Monitor Progress Toward the Goal

Lack of uniform curriculum structure

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

Throughout the year with emphasis on quarterly review

Evidence of Completion:

Benchmark assessments, mini-assessments, and 8th grade FCAT

G3. Increasing the mathematics scores of Westwood's lowest quartile by at least 5%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Algebra 1 EOC

Resources Available to Support the Goal

- SAC monies for tutoring, Weekly lesson plan checks to ensure teachers are planning highly effective lessons and provide feedback to teachers. Provide follow up to use of effective instructional strategies (Marzano, Kagan, CRISS), use of explicit instruction, slow release/ scaffolding use of /Higher Order Questioning. New subject-centered teaming.

Targeted Barriers to Achieving the Goal

- Target students ride the bus home, so they can't participate in after school tutoring. Target students ride the bus to school, and it arrives late, precluding them from participating in before school tutoring.
- Lack of uniform curriculum structure
- Students missing instructional time due to behavior issues

Plan to Monitor Progress Toward the Goal

Partnering with the EDEP afterschool program to increase math scores/ability

Person or Persons Responsible

Administration and math teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Benchmark assessments and mini-assessments

G4. Students scoring at or above 3.5 in writing will increase by 5%.**Targets Supported**

- Writing

Resources Available to Support the Goal

- SAC monies for tutoring, Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Writing Training School-wide Writing Plan Provide follow up training on how to write highly effective lesson plans Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit instruction, slow release/ scaffolding Use of Webb's Depth of Knowledge Lesson Study Provide more opportunities for students to practice writing Text Complexity/Higher Order Questioning

Targeted Barriers to Achieving the Goal

- Target students ride the bus home, so they can't participate in after school tutoring. Target students ride the bus to school, and it arrives late, precluding them from participating in before school tutoring.
- Lack of uniform curriculum structure.
- Students missing instructional time due to behavior issues

Plan to Monitor Progress Toward the Goal

Students missing instructional time due to behavior issues as related to writing scores/ability.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Benchmark assessments, mini-assessments, discipline data.

G5. Reduce the number of out-of school and in-school suspensions/detentions by 10%**Targets Supported**

- Additional Targets

Resources Available to Support the Goal

- S.A.C. monies, an established positive behavior support program, business partners in the community who buy in to our positive behavior support program, proactive deans and guidance counselors, buy-in from (the majority) of the faculty

Targeted Barriers to Achieving the Goal

- A lack of fear of consequences from a portion of the student body.
- Using the same classroom management techniques for an ever-changing education landscape.

Plan to Monitor Progress Toward the Goal

Reduce the number of in-school and out-of-school suspensions/detentions by 10% by providing intervention strategies.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Discipline data.

G6. Parent involvement will increase

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Geographically-centered school A large, supportive parent base with which to begin A friendly, active staff A willingness for staff members to volunteer their time after hours

Targeted Barriers to Achieving the Goal

- Time constraints, lack of transportation, lack of computer access, apathy, parents' current state of security with their children, their efforts, and their school

Plan to Monitor Progress Toward the Goal

Parent information nights and evening P.B.S. events will be held in order to bridge the gap between parents and school

Person or Persons Responsible

Administration

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Sign-in sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increasing the reading scores of Westwood's lowest quartile by at least 5%.

G1.B1 Target students ride the bus home, so they can't participate in after school tutoring. Target students ride the bus to school, and it arrives late, precluding them from participating in before school tutoring.

G1.B1.S1 Students involved in a exploratory pull-out program where teachers tutor during their planning periods.

Action Step 1

Tutoring during exploratory classes during the school day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

What would be teacher planning periods.

Evidence of Completion

FAIR testing, SRI scores, and FCAT scores, benchmark assessments, mini-assessments.

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

Complexity of tests increases as student grade level increases

Person or Persons Responsible

Administration, coaches, teachers, and tutors.

Target Dates or Schedule

Throughout the year

Evidence of Completion

FAIR testing, SRI scores, and FCAT scores, benchmark assessments, mini-assessments.

Plan to Monitor Effectiveness of G1.B1.S1

Lack of access to reading tutoring.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly FAIR and SRI scores (for lowest quartile students).

G1.B3 Lack of uniform curriculum structure

G1.B3.S1 Use of Instructional calendar

Action Step 1

Use of Instructional calendar

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom walk-through's and lesson plan monitoring.

Action Step 2

Checking of lessons plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback will be given to teachers

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

Use of Instructional calendar

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom walk-through's and lesson plan monitoring.

Plan to Monitor Effectiveness of G1.B3.S1

Lack of uniform curriculum structure as related to reading scores.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

FAIR testing, SRI scores, FCAT scores, benchmark assessments, mini-assessments

G1.B3.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level

Action Step 1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Facilitator:

Administration

Participants:

Instructional Staff

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

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Plan to Monitor Effectiveness of G1.B3.S2

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

G1.B4 Students missing instructional time due to behavior issues

G1.B4.S1 Use extrinsic motivation by way of a positive behavior support program's school store.

Action Step 1

Increase the number of teachers involved in running the school store to create better buy-in.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Sign-in sheets.

Action Step 2

Stock the school store with desirable items to create better buy-in.

Person or Persons Responsible

P.B.S. Committee leaders

Target Dates or Schedule

Throughout the year

Evidence of Completion

Physical evidence as well as feedback/surveys information from students.

Action Step 3

Fund raise in order to ensure the schools store is stocked.

Person or Persons Responsible

P.B.S. committee

Target Dates or Schedule

Once in the fall and another time in the spring

Evidence of Completion

Money raised.

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

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between this and how it may affect student scores.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration, P.B.S. committee,

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data, student scores through mini-assessments, FAIR testing, SRI scores, and FCAT

Plan to Monitor Effectiveness of G1.B4.S1

Extrinsic motivators to decrease students missing instructional time due to behavior issues.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly evaluation of FAIR testing, SRI scores, FCAT scores, benchmark assessments, mini-assessments, discipline data.

G1.B4.S2 Schedule positive behavior support special events that must be earned.

Action Step 1

Create a committee to help implement events and gather data.

Person or Persons Responsible

Volunteers from staff (represented by teachers, guidance, deans, and administration).

Target Dates or Schedule

Beginning of the school year (or over the summer)

Evidence of Completion

Committee members represent a cross-section of the staff.

Action Step 2

Have committee schedule events, provide logistical support, ask for funding if necessary, as well as get feedback from staff and students.

Person or Persons Responsible

P.B.S. Committee

Target Dates or Schedule

Throughout the year

Evidence of Completion

Events are scheduled and completed

Action Step 3

Crunch the data for involvement as well as discipline statistics.

Person or Persons Responsible

P.B.S. Committee and the Student Services Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Data reports

Plan to Monitor Fidelity of Implementation of G1.B4.S2

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between positive behavior events and how they may affect student scores.

Person or Persons Responsible

P.B.S. committee and student services team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data, student scores through mini-assessments, FAIR testing, SRI scores, and FCAT

Plan to Monitor Effectiveness of G1.B4.S2

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between positive behavior events and how they may affect student scores.

Person or Persons Responsible

P.B.S. committee and Student Services team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data, student scores through mini-assessments, FAIR testing, SRI scores, and FCAT

G2. Increasing the science scores of Westwood students by 5%

G2.B1 Lack of uniform curriculum structure

G2.B1.S1 Use of Instructional calendar

Action Step 1

Use of Instructional calendar

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom walk-through's and lesson plan monitoring.

Action Step 2

Check lessons plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

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

Use of Instructional calendar

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom walk-through's and lesson plan monitoring.

Plan to Monitor Effectiveness of G2.B1.S1

Lack of uniform curriculum structure

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Benchmark assessments, mini-assessments, 8th grade FCAT

G2.B1.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level

Action Step 1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Facilitator:

Administration

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Plan to Monitor Effectiveness of G2.B1.S2

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

G2.B2 Students missing instructional time due to behavior issues

G2.B2.S1 Use extrinsic motivation by way of a positive behavior support program's school store.

Action Step 1

Increase the number of teachers involved in running the school store to create better buy-in.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Sign-in sheets.

Action Step 2

Stock the school store with desirable items to create better buy-in.

Person or Persons Responsible

P.B.S. Committee leaders

Target Dates or Schedule

Throughout the year

Evidence of Completion

Physical evidence as well as feedback/surveys information from students.

Action Step 3

Fund raise in order to ensure the schools store is stocked.

Person or Persons Responsible

P.B.S. committee

Target Dates or Schedule

Once in the fall and another time in the spring

Evidence of Completion

Money raised.

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

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between this and how it may affect student scores.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration, P.B.S. committee,

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data, student scores through mini-assessments, FAIR testing, SRI scores, and FCAT

Plan to Monitor Effectiveness of G2.B2.S1

Extrinsic motivators to decrease students missing instructional time due to behavior issues.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly evaluation of FAIR testing, SRI scores, FCAT scores, benchmark assessments, mini-assessments, discipline data.

G2.B2.S2 Schedule positive behavior support special events that must be earned.

Action Step 1

Create a committee to help implement events and gather data.

Person or Persons Responsible

Volunteers from staff (represented by teachers, guidance, deans, and administration).

Target Dates or Schedule

Beginning of the school year (or over the summer)

Evidence of Completion

Committee members represent a cross-section of the staff.

Action Step 2

Have committee schedule events, provide logistical support, ask for funding if necessary, as well as get feedback from staff and students.

Person or Persons Responsible

P.B.S. Committee

Target Dates or Schedule

Throughout the year

Evidence of Completion

Events are scheduled and completed

Action Step 3

Crunch the data for involvement as well as discipline statistics.

Person or Persons Responsible

P.B.S. Committee and the Student Services Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Data reports

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

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between positive behavior events and how they may affect student scores.

Person or Persons Responsible

P.B.S. committee and student services team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data, student scores through mini-assessments, FAIR testing, SRI scores, and FCAT

Plan to Monitor Effectiveness of G2.B2.S2

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between positive behavior events and how they may affect student scores.

Person or Persons Responsible

P.B.S. committee and Student Services team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data, student scores through mini-assessments, FAIR testing, SRI scores, and FCAT

G3. Increasing the mathematics scores of Westwood's lowest quartile by at least 5%.

G3.B1 Target students ride the bus home, so they can't participate in after school tutoring. Target students ride the bus to school, and it arrives late, precluding them from participating in before school tutoring.

G3.B1.S1 Partnering with the EDEP afterschool program to provide math tutoring to those enrolled

Action Step 1

Partnering with the EDEP afterschool program to increase math scores/ability

Person or Persons Responsible

EDEP employees

Target Dates or Schedule

Throughout the year

Evidence of Completion

Benchmark assessments, mini-assessments.

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

Partnering with the EDEP afterschool program to increase math scores/ability

Person or Persons Responsible

Administration and math teachers

Target Dates or Schedule

Monitoring of assessments quarterly

Evidence of Completion

Benchmark assessments, mini-assessments.

Plan to Monitor Effectiveness of G3.B1.S1

Partnering with the EDEP afterschool program to increase math scores/ability

Person or Persons Responsible

Administration and math teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark assessments and mini-assessments

G3.B2 Lack of uniform curriculum structure

G3.B2.S1 Develop a subject-centric view of teaming as opposed to traditional grade-level

Action Step 1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Facilitator:

Administration

Participants:

Instructional staff

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

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Throughout the year with emphasis on quarterly reviews

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Administration and instructional staff

Target Dates or Schedule

Throughout the year with emphasis on quarterly reviews

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

G3.B2.S2 Use of instructional calendar

Action Step 1

Use of instructional calendar to ensure uniform curriculum structure

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Observation as well as feedback provided to teachers.

Action Step 2

Monitoring lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Observation as well as feedback provided to teachers.

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Use of instructional calendar and monitoring of lessons plans to ensure uniform curriculum structure

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Feedback will be provided to the instructional staff

Plan to Monitor Effectiveness of G3.B2.S2

Use of instructional calendar and monitoring of lessons plans to ensure uniform curriculum structure

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Feedback will be provided to the instructional staff

G3.B3 Students missing instructional time due to behavior issues

G3.B3.S1 Use extrinsic motivation by way of a positive behavior support program's school store.

Action Step 1

Increase the number of teachers involved in running the school store to create better buy-in.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Sign-in sheets.

Action Step 2

Stock the school store with desirable items to create better buy-in.

Person or Persons Responsible

Throughout the year

Target Dates or Schedule

Throughout the year

Evidence of Completion

Physical evidence as well as feedback/surveys information from students.

Action Step 3

Fund raise in order to ensure the schools store is stocked.

Person or Persons Responsible

P.B.S. committee

Target Dates or Schedule

Once in the fall and another time in the spring

Evidence of Completion

Money raised.

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

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between this and how it may affect student scores.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration, P.B.S. committee,

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data, student scores through mini-assessments, FAIR testing, SRI scores, and FCAT

Plan to Monitor Effectiveness of G3.B3.S1

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between this and how it may affect student scores.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration, P.B.S. committee,

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data, student scores through mini-assessments, FAIR testing, SRI scores, and FCAT

G3.B3.S2 Schedule positive behavior support special events that must be earned.

Action Step 1

Create a committee to help implement events and gather data.

Person or Persons Responsible

Volunteers from staff (represented by teachers, guidance, deans, and administration).

Target Dates or Schedule

Beginning of the school year (or over the summer)

Evidence of Completion

Committee members represent a cross-section of the staff.

Action Step 2

Have committee schedule events, provide logistical support, ask for funding if necessary, as well as get feedback from staff and students.

Person or Persons Responsible

P.B.S. Committee

Target Dates or Schedule

Throughout the year

Evidence of Completion

Events are scheduled and completed

Action Step 3

Crunch the data for involvement as well as discipline statistics.

Person or Persons Responsible

P.B.S. Committee and the Student Services Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Data reports

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

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between positive behavior events and how they may affect student scores.

Person or Persons Responsible

P.B.S. committee and student services team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data, student scores through mini-assessments, FAIR testing, SRI scores, and FCAT

Plan to Monitor Effectiveness of G3.B3.S2

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between positive behavior events and how they may affect student scores.

Person or Persons Responsible

P.B.S. committee and student services team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data, student scores through mini-assessments, FAIR testing, SRI scores, and FCAT

G4. Students scoring at or above 3.5 in writing will increase by 5%.

G4.B1 Target students ride the bus home, so they can't participate in after school tutoring. Target students ride the bus to school, and it arrives late, precluding them from participating in before school tutoring.

G4.B1.S1 Students involved in a exploratory pull-out program where teachers tutor during their planning periods.

Action Step 1

Tutoring during exploratory classes during the school day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

What would be teacher planning periods throughout the year

Evidence of Completion

Benchmark assessments, mini-assessments.

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

Tutoring during exploratory classes during the school day.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark assessments, mini-assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Tutoring during exploratory classes during the school day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark assessments, mini-assessments.

G4.B2 Lack of uniform curriculum structure.

G4.B2.S1 Use of Instructional calendar

Action Step 1

Use of Instructional calendar

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom walk-through's and lesson plan monitoring.

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

Use of Instructional calendar

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom walk-through's and lesson plan monitoring.

Plan to Monitor Effectiveness of G4.B2.S1

Use of Instructional calendar

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom walk-through's and lesson plan monitoring.

G4.B2.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level approach

Action Step 1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Facilitator:

Administration

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Plan to Monitor Effectiveness of G4.B2.S2

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

G4.B3 Students missing instructional time due to behavior issues

G4.B3.S1 Use extrinsic motivation by way of a positive behavior support program's school store.

Action Step 1

Increase the number of teachers involved in running the school store to create better buy-in.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Benchmark assessments, mini-assessments, discipline data.

Action Step 2

Stock the school store with desirable items to create better buy-in.

Person or Persons Responsible

P.B.S. Committee leaders

Target Dates or Schedule

Throughout the year

Evidence of Completion

Physical evidence as well as feedback/surveys information from students.

Action Step 3

Fund raise in order to ensure the schools store is stocked.

Person or Persons Responsible

P.B.S. committee

Target Dates or Schedule

Once in the fall and another time in the spring

Evidence of Completion

Money raised.

Plan to Monitor Fidelity of Implementation of G4.B3.S1

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between this and how it may affect student scores.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration, P.B.S. committee,

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data, student scores through mini-assessments, and 8th grade FCAT

Plan to Monitor Effectiveness of G4.B3.S1

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between this and how it may affect student scores.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration, P.B.S. committee,

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data, student scores through mini-assessments, and 8th grade FCAT

G4.B3.S2 Schedule positive behavior support special events that must be earned.

Action Step 1

Use extrinsic motivation by way of a positive behavior support program's school store.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Benchmark assessments, mini-assessments, discipline data.

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Students missing instructional time due to behavior issues as related to writing scores/ability.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Benchmark assessments, mini-assessments, discipline data.

Plan to Monitor Effectiveness of G4.B3.S2

Students missing instructional time due to behavior issues as related to writing scores/ability.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark assessments, mini-assessments, discipline data.

G5. Reduce the number of out-of school and in-school suspensions/detentions by 10%

G5.B4 A lack of fear of consequences from a portion of the student body.

G5.B4.S1 Use extrinsic motivation by way of a positive behavior support program's school store.

Action Step 1

Use extrinsic motivation by way of a positive behavior support program's school store.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data.

Plan to Monitor Fidelity of Implementation of G5.B4.S1

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between this and how it may affect student discipline data.

Person or Persons Responsible

Student Services team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data.

Plan to Monitor Effectiveness of G5.B4.S1

While tracking data for involvement in the school store is easy enough, it is difficult to draw a correlation between this and how it may affect student discipline data.

Person or Persons Responsible

Student Services team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data.

G5.B4.S2 Schedule positive behavior support special events that must be earned.

Action Step 1

Students missing instructional time due to behavior issues might be affected if enjoyable events were planned where attendance were tied to positive behavior.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data.

Plan to Monitor Fidelity of Implementation of G5.B4.S2

While tracking data for involvement in the these events are easy enough, it is difficult to draw a correlation between this and how is may affect student discipline data.

Person or Persons Responsible

Teachers, deans, guidance counselors, and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data.

Plan to Monitor Effectiveness of G5.B4.S2

While tracking data for involvement in the these events are easy enough, it is difficult to draw a correlation between this and how is may affect student discipline data.

Person or Persons Responsible

Student Services team and administration

Target Dates or Schedule

Throughout the year with emphasis on quarterly reviews

Evidence of Completion

Discipline data

G5.B5 Using the same classroom management techniques for an ever-changing education landscape.

G5.B5.S1 Provide access to a Westwood-generated website of discipline intervention strategies.

Action Step 1

Reduce the number of in-school and out-of-school suspensions/detentions by 10% by providing intervention strategies.

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Reduce the number of in-school and out-of-school suspensions/detentions by 10% by providing intervention strategies.

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data

Plan to Monitor Effectiveness of G5.B5.S1

Reduce the number of in-school and out-of-school suspensions/detentions by 10%% by providing intervention strategies.

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data

G5.B5.S2 Provide access to copies of Pre-Referral Intervention Manuals (P.R.I.M.) of behavior interventions.

Action Step 1

Reduce the number of in-school and out-of-school suspensions/detentions by 10% by providing intervention strategies.

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data

Plan to Monitor Fidelity of Implementation of G5.B5.S2

Reduce the number of in-school and out-of-school suspensions/detentions by 10% by providing intervention strategies.

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data

Plan to Monitor Effectiveness of G5.B5.S2

Reduce the number of in-school and out-of-school suspensions/detentions by 10% by providing intervention strategies.

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data

G5.B5.S3 Provide training in classroom management.

Action Step 1

Reduce the number of in-school and out-of-school suspensions/detentions by 10% by providing intervention strategies.

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data

Facilitator:

County-provided

Participants:

All instructional staff members and aides

Plan to Monitor Fidelity of Implementation of G5.B5.S3

Reduce the number of in-school and out-of-school suspensions/detentions by 10% by providing intervention strategies.

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data

Plan to Monitor Effectiveness of G5.B5.S3

Reduce the number of in-school and out-of-school suspensions/detentions by 10% by providing intervention strategies.

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline data

G6. Parent involvement will increase

G6.B1 Time constraints, lack of transportation, lack of computer access, apathy, parents' current state of security with their children, their efforts, and their school

G6.B1.S1 Going out in the community to meet with parents**Action Step 1**

Westwood staff will man a booth outside a neighborhood business so that parents who do not have access to grades and attendance by way of the parent portal can get this information.

Person or Persons Responsible

Westwood staff (volunteers)

Target Dates or Schedule

Every Saturday for three hours

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Westwood staff will man a booth outside a neighborhood business so that parents who do not have access to grades and attendance by way of the parent portal can get this information.

Person or Persons Responsible

Westwood staff (volunteers)

Target Dates or Schedule

Each Saturday for three hours

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of G6.B1.S1

Westwood staff will man a booth outside a neighborhood business so that parents who do not have access to grades and attendance by way of the parent portal can get this information.

Person or Persons Responsible

Westwood staff (volunteers)

Target Dates or Schedule

Weekly

Evidence of Completion

In addition to teacher sign-in sheets, parents visiting the booth will fill out a basic information sheet. These names will be cross-referenced with demographic data.

G6.B1.S2 Holding parent information nights on various subjects at Westwood.**Action Step 1**

A high school information night will be held where parents can find out about various high school magnet programs, credit requirements, and other offerings such as dual enrollment.

Person or Persons Responsible

Guidance counselors and administration

Target Dates or Schedule

November

Evidence of Completion

Sign-in sheets for parents

Action Step 2

Various P.B.S. (Positive Behavior Support) events will be held in the community where can parents can interact with teachers and other Westwood staff on neutral ground (for lack of a better term). These may also serve as fundraisers for the P.B.S. program.

Person or Persons Responsible

Westwood staff (volunteers)

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Sign-in sheets for parents (garnered through door prizes)

Action Step 3

Westwood wishes to hold an Internet/social media safety night that is open to community members and especially the parents of our students.

Person or Persons Responsible

Resource Officer and his contacts

Target Dates or Schedule

To be determined

Evidence of Completion

Sign-in sheets for participants

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Parent information nights and evening P.B.S. events will be held in order to bridge the gap between parents and school

Person or Persons Responsible

Staff and parents

Target Dates or Schedule

Throughout the year

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of G6.B1.S2

Parent information nights and evening P.B.S. events will be held in order to bridge the gap between parents and school

Person or Persons Responsible

Staff and parents

Target Dates or Schedule

Throughout the year

Evidence of Completion

Sign-in sheets

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

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

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

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

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. Increasing the reading scores of Westwood's lowest quartile by at least 5%.

G1.B3 Lack of uniform curriculum structure

G1.B3.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level

PD Opportunity 1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Facilitator

Administration

Participants

Instructional Staff

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

G2. Increasing the science scores of Westwood students by 5%

G2.B1 Lack of uniform curriculum structure

G2.B1.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level

PD Opportunity 1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Facilitator

Administration

Participants

Instructional Staff

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

G3. Increasing the mathematics scores of Westwood's lowest quartile by at least 5%.

G3.B2 Lack of uniform curriculum structure

G3.B2.S1 Develop a subject-centric view of teaming as opposed to traditional grade-level

PD Opportunity 1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Facilitator

Administration

Participants

Instructional staff

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

G4. Students scoring at or above 3.5 in writing will increase by 5%.

G4.B2 Lack of uniform curriculum structure.

G4.B2.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level approach

PD Opportunity 1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Facilitator

Administration

Participants

Instructional Staff

Target Dates or Schedule

Throughout the year

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

G5. Reduce the number of out-of school and in-school suspensions/detentions by 10%

G5.B5 Using the same classroom management techniques for an ever-changing education landscape.

G5.B5.S3 Provide training in classroom management.

PD Opportunity 1

Reduce the number of in-school and out-of-school suspensions/detentions by 10% by providing intervention strategies.

Facilitator

County-provided

Participants

All instructional staff members and aides

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discipline data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|---|----------|
| G1. | Increasing the reading scores of Westwood's lowest quartile by at least 5%. | \$12,450 |
| G2. | Increasing the science scores of Westwood students by 5% | \$950 |
| G3. | Increasing the mathematics scores of Westwood's lowest quartile by at least 5%. | \$950 |
| G4. | Students scoring at or above 3.5 in writing will increase by 5%. | \$12,450 |
| Total | | \$26,800 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Personnel | Other | Total |
|--------------------------|-----------|---------|----------|
| Advanced Placement Money | \$23,000 | \$0 | \$23,000 |
| CREATE | \$1,800 | \$0 | \$1,800 |
| LOTTO | \$0 | \$2,000 | \$2,000 |
| Total | \$24,800 | \$2,000 | \$26,800 |

Budget Details

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

G1. Increasing the reading scores of Westwood's lowest quartile by at least 5%.

G1.B1 Target students ride the bus home, so they can't participate in after school tutoring. Target students ride the bus to school, and it arrives late, precluding them from participating in before school tutoring.

G1.B1.S1 Students involved in a exploratory pull-out program where teachers tutor during their planning periods.

Action Step 1

Tutoring during exploratory classes during the school day.

Resource Type

Personnel

Resource

Tutoring level II FCAT students with the goal of moving them to level III status. This will be done through high-interest reading materials in addition to focused instruction.

Funding Source

Advanced Placement Money

Amount Needed

\$11,500

G1.B3 Lack of uniform curriculum structure**G1.B3.S2** Develop a subject-centric view of teaming as opposed to traditional grade-level**Action Step 1**

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Resource Type

Personnel

Resource

Common planning time was created by garnering substitutes for entire departments. Partial focus for these planning days was align curriculum.

Funding Source

CREATE

Amount Needed

\$450

G1.B4 Students missing instructional time due to behavior issues**G1.B4.S1** Use extrinsic motivation by way of a positive behavior support program's school store.**Action Step 2**

Stock the school store with desirable items to create better buy-in.

Resource Type

Other

Resource

Extrinsic motivators are found to motivate some students. Westwood's school store are stocked with desirable items that students may buy with their Whirl-ones (positive behavior coupons)

Funding Source

LOTTO

Amount Needed

\$500

G2. Increasing the science scores of Westwood students by 5%**G2.B1 Lack of uniform curriculum structure****G2.B1.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level****Action Step 1**

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Resource Type

Personnel

Resource

Common planning time was created by garnering substitutes for entire departments. Partial focus for these planning days was align curriculum.

Funding Source

CREATE

Amount Needed

\$450

G2.B2 Students missing instructional time due to behavior issues**G2.B2.S1 Use extrinsic motivation by way of a positive behavior support program's school store.****Action Step 2**

Stock the school store with desirable items to create better buy-in.

Resource Type

Other

Resource

Extrinsic motivators are found to motivate some students. Westwood's school store are stocked with desirable items that students may buy with their Whirl-ones (positive behavior coupons)

Funding Source

LOTTO

Amount Needed

\$500

G3. Increasing the mathematics scores of Westwood's lowest quartile by at least 5%.**G3.B2 Lack of uniform curriculum structure****G3.B2.S1 Develop a subject-centric view of teaming as opposed to traditional grade-level****Action Step 1**

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Resource Type

Personnel

Resource

Common planning time was created by garnering substitutes for entire departments. Partial focus for these planning days was align curriculum.

Funding Source

CREATE

Amount Needed

\$450

G3.B3 Students missing instructional time due to behavior issues**G3.B3.S1 Use extrinsic motivation by way of a positive behavior support program's school store.****Action Step 2**

Stock the school store with desirable items to create better buy-in.

Resource Type

Other

Resource

Extrinsic motivators are found to motivate some students. Westwood's school store are stocked with desirable items that students may buy with their Whirl-ones (positive behavior coupons)

Funding Source

LOTTO

Amount Needed

\$500

G4. Students scoring at or above 3.5 in writing will increase by 5%.

G4.B1 Target students ride the bus home, so they can't participate in after school tutoring. Target students ride the bus to school, and it arrives late, precluding them from participating in before school tutoring.

G4.B1.S1 Students involved in a exploratory pull-out program where teachers tutor during their planning periods.

Action Step 1

Tutoring during exploratory classes during the school day.

Resource Type

Personnel

Resource

Tutoring level II FCAT students with the goal of moving them to level III status. This will be done through high-interest reading materials in addition to focused instruction.

Funding Source

Advanced Placement Money

Amount Needed

\$11,500

G4.B2 Lack of uniform curriculum structure.

G4.B2.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level approach

Action Step 1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Resource Type

Personnel

Resource

Common planning time was created by garnering substitutes for entire departments. Partial focus for these planning days was align curriculum.

Funding Source

CREATE

Amount Needed

\$450

G4.B3 Students missing instructional time due to behavior issues

G4.B3.S1 Use extrinsic motivation by way of a positive behavior support program's school store.

Action Step 2

Stock the school store with desirable items to create better buy-in.

Resource Type

Other

Resource

Extrinsic motivators are found to motivate some students. Westwood's school store are stocked with desirable items that students may buy with their Whirl-ones (positive behavior coupons)

Funding Source

LOTTO

Amount Needed

\$500