



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Woodland Middle School

2700 PANACEA BLVD

North Port, FL 34289

941-240-8590

www.sarasotacountyschools.net/woodland

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School No	Minority Rate 31%

School Grades History

2013-14 B	2012-13 A	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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Part III: Coordination and Integration	29
Appendix 1: Professional Development Plan to Support Goals	30
Appendix 2: Budget to Support Goals	34

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

Woodland Middle School

Principal

Cindy Hall

School Advisory Council chair

Gary French

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

Name	Title
Cindy Hall	Principal
Raymond Wilson	Assistant Principal
Oksana Petrenko	TOSA
Peter Stellato	Behavior Specialist
Shannon Rowland	ESE Liaison
James Kelly	Guidance Counselor
Chelsea Tuggle	Guidance Counselor

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

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

Gary French, Chairperson
 Oksana Petrenko, Vice-Chairperson
 Barbara Albino, Recording Secretary
 Dr. Hall, Principal
 Kristina Beecher, Teacher
 Lauren Butler, Teacher
 Chelsea Tuggle, Guidance Counselor
 Linda Booher, Parent
 Stephanie Boynton, Parent
 Jennifer Kinker, Parent

Lisa Lemieux, Parent
Georgina Santiago, ELL Parent
Boyd Klein, Business Partner
Chris Kovitch, Business Partner

Involvement of the SAC in the development of the SIP

SAC is to serve in an advisory capacity to the principal regarding school improvement, to assist in the preparation and evaluation of the school improvement plan, and to provide input on the budget and use of school improvement funds.

Activities of the SAC for the upcoming school year

SAC will meet every first Thursday of each month from 8:30-9:00 am.

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

In October SAC will review balance left from last year and make a decision about the prioritization of these funds .

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Cindy Hall		
Principal	Years as Administrator: 21	Years at Current School: 3
Credentials	Doctorate Educational Administration Principal/Superintendent Auburn University; Educational Specialist Degree Educational Administration Principal/Superintendent University of South Alabama; Master Degree Educational Administration University of South Alabama; Master Degree Secondary Education Auburn University; Bachelors Degree Secondary Education Auburn University	
Performance Record	Spanish Fort Middle & Elementary School Principal - Grade A - Learning Gains in All Core Areas SAT-10 Norm-Referenced Exam; Pine View School for Gifted - Grades 8-9 Assistant Principal - School Grade A - Learning Gains in reading, Math, Science; % of students scoring 4's & 5's increase: 8th Reading 98% proficient, 8th Math 100% proficient, Science 97% proficient, 9th Reading 100% proficient; WMS 2010-2011 Woodland Middle School: Grade A Reading Proficiency of 71%, Math Proficiency of 72%, Writing Proficiency of 97.9%, and Science Proficiency of 52%. WMS 2011-2012 Woodland Middle School: Grade A Reading Proficiency of 66%, Math Proficiency of 64%, Writing Proficiency of 88%, and Science Proficiency of 58%. WMS 2012-2013 Woodland Middle School: Grade A Reading Proficiency of 64%, Math Proficiency of 60%, Writing Proficiency of 71%, and Science Proficiency of 53%.	

Raymond Wilson		
Asst Principal	Years as Administrator: 7	Years at Current School: 2
Credentials	Masters Degree in Educational Leadership University of South Florida; Bachelors Degree in Music Education Florida A&M.	
Performance Record	WMS 2012-2013 Woodland Middle School: Grade A Reading Proficiency of 64%, Math Proficiency of 60%, Writing Proficiency of 71%, and Science Proficiency of 53%. HCMS 2011-2012 Heron Creek Middle School: Grade A Reading Proficiency of 66%, Math Proficiency of 68%, and Science Proficiency of 44%.	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	

Instructional Coach Information:**Oksana Petrenko**

Full-time / School-based

Years as Coach: 1

Years at Current School: 5

Areas

Data

Credentials

Currently working on Post-Masters Degree in Educational Leadership University of South Florida; Masters Degree in Curriculum and Instruction K-12 American College of Education; Bachelors Degree in Social Science Foreign Institution;

Performance Record

WMS 2012-2013 Woodland Middle School: Grade A Reading Proficiency of 64%, Math Proficiency of 60%, Writing Proficiency of 71%, and Science Proficiency of 53%.

Classroom Teachers**# of classroom teachers**

52

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

40, 77%

ESOL endorsed

14, 27%

reading endorsed

10, 19%

with advanced degrees

31, 60%

National Board Certified

1, 2%

first-year teachers

13, 25%

with 1-5 years of experience

31, 60%

with 6-14 years of experience

18, 35%

with 15 or more years of experience

5, 10%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

7

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Dr. Hall

1. Regular meetings with new teachers.
2. Partnering new teachers with veteran staff

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

Mentees paired up with mentors based on subject area that both mentor/mentee teach. They meet once per week and also paired with Reading Staff, subject area Team Chair, and PLC Group.

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

Teachers collect data based on formative and summative assessments for progress monitoring. Data is kept per PLC team areas. Intensive Reading, Intensive Math, and Academic Interventions teachers collect data and share with team teachers. Behavior Data is collected and maintained by the Behavior Specialist and Administration through observations and discipline logs.

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

MTSS leadership team consists of: Cindy J. Hall, Principal; Raymond Wilson, Assistant Principal; Oksana Petrenko, TOSA; Pete Stellato, Behavioral Specialist; James Kelly, Counselor; Chelsea Tuggle, Counselor; Shannon Rowland, ESE Liaison; Krista Loge, School Psychologist; Kay Zahn, Social Worker; Ashley Snead, School Nurse. SWST meets weekly for 1 hour on Wednesday in ESE Liaison Conference room. J. Kelly and Chelsea Tuggle begin the meeting with greetings and defer to Team for student names with concerns and problem solving. PLC Leaders also bring students of concern to MTSS

Team. Teachers visit the team when needed to assist with the process and collection of data. An MTSS representative has been asked to define the process to PLC Teams, Grade Level Teams, & department Leaders. A presentation was given to entire staff during Teacher Pre-Planning week & will continue periodically.

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

MTSS team looks at student data and concerns to increase attendance, academic performance and discipline issues. Team looks at outside concerns and resources to assist with the students' needs in order to increase productivity.

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 following data sources are used to access and analyze data:

1. Teachers' formative and summative assessments
2. PMRN
3. FCAT data
4. Student cum (previous school records)
5. Sarasota Instructional Improvement System (IIS)
6. Share Point
7. Gradebook - ESD/Crosspointe
8. SCSB LEARN Portal
9. Grade Reports

Teacher based data derives from formative and summative assessments, PMRN, FCAT data, student cum, Share Point, and Gradebook. Teachers collect data and the data is kept per PLC team areas. Tier 2 data is collected from Intensive Reading and Math teachers and Academic Intervention teachers. Behavior data is collected and maintained by the Behavior Specialist and Administration through observation and discipline logs. Tier 3 data is derived from the RTI Data Based Teams. Tier 3 information is then input onto the Sarasota County Schools Data Base (ESD Crosspointe).

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

MTSS support will be provided by the MTSS Leadership Team through intervention and documentation training, organization of schedule changes, and instructional assistance.

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: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Cindy Hall	Principal
Raymond Wilson	Assistant Principal
Oksana Petrenko	TOSA
Kristyn Trealout	Sarasota Reading Council Member
Lauren Butler	6th Grade LA PLC Leader
Elizabeth Jaques	7th Grade LA PLC Leader
Chrissy Wong	LA Department Chair and 8th Grade LA PLC Leader
Gary French	Gifted LA Teacher

How the school-based LLT functions

The LLT meets weekly in PLC's regarding Literacy Based Instruction, weekly literacy news of current literacy strategies, sending literacy strategies to all content areas to encompass reading and writing in the Core Content Areas. Literacy strategies were discussed during Pre-School week and will continue throughout the school year. These decisions involve scheduling of classes, grade level curriculum, school-wide strategies, test data analysis, common assessments, and county-wide initiatives. These discussions will occur during staff meeting and PLCs.

Major initiatives of the LLT

WMS is continuing to implement WOW school wide vocabulary strategies, providing training of iEngage to LA Cohorts, SS Cohorts, Science Cohorts, Encore Cohorts, and Math Cohort. iEngage - continue the work of PLC's with common assessment, iEngage model and Excellence in writing.

Every Teacher Contributes to Reading Instruction

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

WMS will conduct monthly meetings instructing staff with effective reading strategies. WOW is implemented in every class concentrating on the word part of the week. Math will introduce the word part. Science maps out words using word part. Language Arts adds other forms of the word to the web. Social Studies uses word meanings and sentences. All content areas focus on their vocabulary for their word part. the 4 components of the iEngage model will be done and implemented in LA, SS,SC, and

Math: Focus Lesson, Guided Instruction, Accountable Team Talk, and Independent Learning. PLC's will continue their work with common assessments, lesson designs and implementation, data analysis. and targeting weak areas through a student's strengths,

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

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

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	72%	64%	No	75%
American Indian				
Asian				
Black/African American	52%	39%	No	57%
Hispanic	71%	64%	No	74%
White	75%	68%	No	78%
English language learners	37%		No	43%
Students with disabilities	29%	16%	No	36%
Economically disadvantaged	68%	60%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	237	32%	35%
Students scoring at or above Achievement Level 4	87	35%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	484	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	119	65%	69%

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)	15	58%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	42%	65%
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>		63%

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	144	71%	75%
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	73%	60%	No	75%
American Indian				
Asian				
Black/African American	58%	30%	No	62%
Hispanic	71%	50%	No	74%
White	75%	67%	No	78%
English language learners	41%		No	47%
Students with disabilities	26%	15%	No	33%
Economically disadvantaged	67%	54%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	205	28%	31%
Students scoring at or above Achievement Level 4	235	32%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	507	69%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	118	64%	68%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	67	8%	10%
Middle school performance on high school EOC and industry certifications	67	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	21%	21%
Students scoring at or above Achievement Level 4	45	79%	79%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		22%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		78%

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	58	29%	32%
Students scoring at or above Achievement Level 4	49	24%	25%

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)	2		3
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	44	6%	66%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	60	8%	4%
Students who fail a mathematics course	3	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	124	17%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	207	28%	23%

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

For grades 6-8, we will see an increase in the number of hours that parent volunteers take part in activities on the WMS campus during the 2013-2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
For the school year 2013-14, there will be a minimum of a four percent increase for PALs hours of parental involvement.	477		496%

Area 10: Additional Targets

Additional targets for the school

By the year 2014, there will be a minimum of four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Writing	144	71%	75%

Goals Summary

- G1.** Parent involvement will increase by 2% during the 2013-2014 school year.
- G2.** For the school year 2013-14 WMS teachers will be trained across all curriculum areas, necessary to implement iEngage Learning with quality resources and time as well as effective individual and collaborative learning on priority professional goals.
- G3.** By the year of 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

Goals Detail

G1. Parent involvement will increase by 2% during the 2013-2014 school year.

Targets Supported

- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal

- The LLT, PALs Coordinator, Business Partner Coordinator, and Administration

Targeted Barriers to Achieving the Goal

- Parents may not be aware of how to volunteer on a school campus or in what capacity volunteers may be needed.

Plan to Monitor Progress Toward the Goal

Parent involvement increase

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

SAC agendas, school-wide activities, bilingual forms used, PALS sign-in and log reports.

G2. For the school year 2013-14 WMS teachers will be trained across all curriculum areas, necessary to implement iEngage Learning with quality resources and time as well as effective individual and collaborative learning on priority professional goals.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- District training, school-wide training, weekly PLCs, books purchased.

Targeted Barriers to Achieving the Goal

- Lack of students' critical thinking, creativity, problem solving, and collaboration as well as students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

Plan to Monitor Progress Toward the Goal

PD Topics

Person or Persons Responsible

School administrators

Target Dates or Schedule:

weekly PLC's and meetings

Evidence of Completion:

walkthroughs and observational data

G3. By the year of 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

Targets Supported

- Writing

Resources Available to Support the Goal

- Professional Development workshops, district support, curriculum specialists

Targeted Barriers to Achieving the Goal

- Students require regular practice taking notes and feedback on an FCAT style writing assessment. Students require regular practice in specific use of writing strategies. Instructional staff need regularly scheduled time to share ideas and information with each other

Plan to Monitor Progress Toward the Goal

Teachers implementation of writing strategies such as Cornell Note Taking, Excellence in Writing, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

weekly

Evidence of Completion:

lesson plans, classroom walkthrough observational data, notes from each PLC meeting

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Parent involvement will increase by 2% during the 2013-2014 school year.

G1.B1 Parents may not be aware of how to volunteer on a school campus or in what capacity volunteers may be needed.

G1.B1.S1 WMS Newsletter and ConnectEd will be used regularly to include news about PALs activities.

Action Step 1

Newsletter and Connect Ed

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Newsletter/weekly, Connect Ed/As needed

Evidence of Completion

WMS web-site

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

Parent involvement increase

Person or Persons Responsible

PALS volunteers

Target Dates or Schedule

the school year of 2013-2014

Evidence of Completion

PALS sign-in and log sheets

Plan to Monitor Effectiveness of G1.B1.S1

Parent involvement increase

Person or Persons Responsible

WMS Staff

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

teachers will collect parent sign-in sheets for the school-wide activities, WMS weekly newsletter.

G2. For the school year 2013-14 WMS teachers will be trained across all curriculum areas, necessary to implement iEngage Learning with quality resources and time as well as effective individual and collaborative learning on priority professional goals.

G2.B1 Lack of students' critical thinking, creativity, problem solving, and collaboration as well as students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

G2.B1.S1 Implement and utilize different topics addressing students' needs through school-wide PD training.

Action Step 1

Anticipation Guides

Person or Persons Responsible

Grades 6-8 Social Studies, Science, Language Arts, and Math

Target Dates or Schedule

weekly/Wednesday PD, weekly PLC's, and quarterly meetings

Evidence of Completion

Walkthroughs and observational data will be used for follow up and monitoring

Facilitator:

C. Wong, E. Jaques, L. Butler, T. Colon

Participants:

school-wide, weekly PLC's, and quarterly meetings

Action Step 2

Reciprocal Teaching

Person or Persons Responsible

school-wide, weekly PLC's, and quarterly meetings

Target Dates or Schedule

weekly/Wednesday PD, weekly PLC's, and quarterly meetings

Evidence of Completion

Walkthroughs and observational data will be used for follow up and monitoring

Facilitator:

C. Wong, L. Butler, E. Jaques

Participants:

school-wide, weekly PLC's, and quarterly meetings

Action Step 3

Vocabulary WOW - Frayer Model

Person or Persons Responsible

Grades 6-8 Social Studies, Science, LA, and Math

Target Dates or Schedule

Weekly/Wednesday PD

Evidence of Completion

Walkthroughs and observational data will be used for follow up and monitoring

Facilitator:

C. Wong, S. Balmer, E. Jaques, L. Butler, Sue Meckler

Participants:

school-wide, weekly PLC's, and quarterly meetings

Action Step 4

Cornell Note Taking

Person or Persons Responsible

Grades 6-8 Social Studies, Science, LA, and Math

Target Dates or Schedule

Weekly/Wednesday PD, weekly PLC's and quarterly meetings.

Evidence of Completion

Walkthroughs and observational data will be used for follow up and monitoring.

Facilitator:

Chrissy Wong, L. Butler, Cat Balick, Tara Colon

Participants:

school-wide, weekly PLC's, and quarterly meetings

Action Step 5

iEngage/Standards-Based Instruction/Common Core/Text Complexity

Person or Persons Responsible

all subject areas teachers

Target Dates or Schedule

weekly/Wednesday PD, weekly PLC's

Evidence of Completion

Written on Board: Content Purposes, Language Purpose with target vocab & language frame, Accountable Team Task (rigorous application linking to Content Purpose)

Facilitator:

Melanie Taylor, Lauren Butler, Tara Colon, Heather Weiler, Chrissy Wong, & Oksana Petrenko.

Participants:

school-wide, weekly PLC's

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

Professional Development Topics

Person or Persons Responsible

School administrators

Target Dates or Schedule

daily during the 2013-2014 school year

Evidence of Completion

walkthroughs and observational data

Plan to Monitor Effectiveness of G2.B1.S1

PD Topics

Person or Persons Responsible

School administrators

Target Dates or Schedule

daily

Evidence of Completion

walkthroughs and observational data

G3. By the year of 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

G3.B1 Students require regular practice taking notes and feedback on an FCAT style writing assessment. Students require regular practice in specific use of writing strategies. Instructional staff need regularly scheduled time to share ideas and information with each other

G3.B1.S1 Utilize common assessments four times per year to monitor students in the core curriculum needing intervention and enrichment.

Action Step 1

Regular writing practice

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

Language Purpose stated on the board

Facilitator:

Patti Brustard

Participants:

LA teachers

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

Students work samples from quarterly Writing Common Assessments

Person or Persons Responsible

teachers, Intervention Specialist, PLC's, Administration

Target Dates or Schedule

four times per year

Evidence of Completion

The results from the quarterly Writing Common Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Reviewing student grouping charts according to students skills and/or needs

Person or Persons Responsible

LA teachers

Target Dates or Schedule

after getting results from Writing Common Assessments

Evidence of Completion

lesson plans and classroom walkthroughs/ observational data, notes from each PLC meeting

Coordination and Integration

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

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

- Title II money were used to support Professional Development related to school improvement plan. Money are used for books to support workshops for the entire WMS staff. Teacher training will target standard-based strategies such as Common Core, Text Complexity, iEngage: The Purposes, Modeling, Accountable Team Talk, and Guided Instruction, as well as linking electronic professional development to instructional strategies. Crosspointe, MTSS, World Book, iEngage, and Balckboard/LEARN are all integrated to Common Core and vital to SIP.
- Supplemental Materials Provided through Title III funds are used for language instruction for ELL students mainly purchasing supplemental materials such English language learning software, textbook, dictionaries, and other materials.
- Local funds were used for Supplemental Academic Instruction and reserve one teacher to teach Academic Intervention/Course Recovery classes.
- Food Bank Services provide food by local communities to students who need help
- Healthier US Food Challenge is the program our school is currently participating. Our goal is serve variety of healthy snacks during different days to meet Healthier US Food Challenge Criteria.
- Bullying and Violence Prevention programs are led by our guidance counselors and taught in grades 6-8 during the school day.

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.

G2. For the school year 2013-14 WMS teachers will be trained across all curriculum areas, necessary to implement iEngage Learning with quality resources and time as well as effective individual and collaborative learning on priority professional goals.

G2.B1 Lack of students' critical thinking, creativity, problem solving, and collaboration as well as students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

G2.B1.S1 Implement and utilize different topics addressing students' needs through school-wide PD training.

PD Opportunity 1

Anticipation Guides

Facilitator

C. Wong, E. Jaques, L. Butler, T. Colon

Participants

school-wide, weekly PLC's, and quarterly meetings

Target Dates or Schedule

weekly/Wednesday PD, weekly PLC's, and quarterly meetings

Evidence of Completion

Walkthroughs and observational data will be used for follow up and monitoring

PD Opportunity 2

Reciprocal Teaching

Facilitator

C. Wong, L. Butler, E. Jaques

Participants

school-wide, weekly PLC's, and quarterly meetings

Target Dates or Schedule

weekly/Wednesday PD, weekly PLC's, and quarterly meetings

Evidence of Completion

Walkthroughs and observational data will be used for follow up and monitoring

PD Opportunity 3

Vocabulary WOW - Frayer Model

Facilitator

C. Wong, S. Balmer, E. Jaques, L. Butler, Sue Meckler

Participants

school-wide, weekly PLC's, and quarterly meetings

Target Dates or Schedule

Weekly/Wednesday PD

Evidence of Completion

Walkthroughs and observational data will be used for follow up and monitoring

PD Opportunity 4

Cornell Note Taking

Facilitator

Chrissy Wong, L. Butler, Cat Balick, Tara Colon

Participants

school-wide, weekly PLC's, and quarterly meetings

Target Dates or Schedule

Weekly/Wednesday PD, weekly PLC's and quarterly meetings.

Evidence of Completion

Walkthroughs and observational data will be used for follow up and monitoring.

PD Opportunity 5

iEngage/Standards-Based Instruction/Common Core/Text Complexity

Facilitator

Melanie Taylor, Lauren Butler, Tara Colon, Heather Weiler, Chrissy Wong, & Oksana Petrenko.

Participants

school-wide, weekly PLC's

Target Dates or Schedule

weekly/Wednesday PD, weekly PLC's

Evidence of Completion

Written on Board: Content Purposes, Language Purpose with target vocab & language frame, Accountable Team Task (rigorous application linking to Content Purpose)

G3. By the year of 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

G3.B1 Students require regular practice taking notes and feedback on an FCAT style writing assessment. Students require regular practice in specific use of writing strategies. Instructional staff need regularly scheduled time to share ideas and information with each other

G3.B1.S1 Utilize common assessments four times per year to monitor students in the core curriculum needing intervention and enrichment.

PD Opportunity 1

Regular writing practice

Facilitator

Patti Brustard

Participants

LA teachers

Target Dates or Schedule

daily

Evidence of Completion

Language Purpose stated on the board

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	For the school year 2013-14 WMS teachers will be trained across all curriculum areas, necessary to implement iEngage Learning with quality resources and time as well as effective individual and collaborative learning on priority professional goals.	\$2,000
Total		\$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II Funds	\$2,000	\$2,000
Total	\$2,000	\$2,000

Budget Details

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

G2. For the school year 2013-14 WMS teachers will be trained across all curriculum areas, necessary to implement iEngage Learning with quality resources and time as well as effective individual and collaborative learning on priority professional goals.

G2.B1 Lack of students' critical thinking, creativity, problem solving, and collaboration as well as students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

G2.B1.S1 Implement and utilize different topics addressing students' needs through school-wide PD training.

Action Step 5

iEngage/Standards-Based Instruction/Common Core/Text Complexity

Resource Type

Professional Development

Resource

Books

Funding Source

Title II Funds

Amount Needed

\$2,000