



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Westwood Middle School  
3520 AVENUE J NW  
Winter Haven, FL 33881  
863-965-5484  
<http://schools.polk-fl.net/westwood>

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 60%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 71%

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## School Grades History

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

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

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

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

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	3	Ella Thompson

  

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

Benita Pierce

##### School Advisory Council chair

Jodi Reeves

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

Name	Title
Terri Christian	Assistant Principal Curriculum
Russ Campbell	Assistant Principal Administration
Glenn Gardner	Dean
Anel Rivera	Dean
Alissiea Wilder	Math Coach
Perry Blocker	Reading Dept. Chair
Glenda Owens	Language Arts Dept Chair
Carrie Howland	Title 1 Facilitator
Annette Davis	Reading Coach

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

##### Date of school board approval of SIP

10/22/2013

### 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

Sac chair person is Jodi Reeves, parent. The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents and business and community representatives. The membership is representative of our school demographics.

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

SAC committee met and will continue to meet to evaluate the effectiveness of the strategies and monitor success toward meeting the goals. The SAC improves the SIP.

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

Our SAC meets monthly to review student data, vote on school initiatives, offer suggestions for concerns and offering suggestions for incentives for both teachers and students.

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

N/A

**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:**

**Benita Pierce**

Principal

Years as Administrator: 7

Years at Current School: 8

**Credentials**

Masters in Educational Leadership  
 Bachelors of Science  
 Educational Leadership (All Levels)  
 School Principal (All Levels)  
 Middle Grades Mathematics 5 - 9  
 Elementary Education 1 - 6

**Performance Record**

2008 - B  
 2009 - B  
 2010 - B  
 2011 - C  
 2012 - D  
 2013 - D

<b>Terri Christian</b>		
Asst Principal	Years as Administrator: 10	Years at Current School: 2
<b>Credentials</b>	Bachelor of Science Health Care Management Master Business Administration Educational Leadership (All Levels) Middle Grade Mathematics 5-9	
<b>Performance Record</b>	2008 - C 2009 - B 2010 - C 2011 - C 2012 - D 2013 - D	

<b>Russ Campbell</b>		
Asst Principal	Years as Administrator: 5	Years at Current School: 5
<b>Credentials</b>	Bachelor of Science Social Studies Master of Science Educational Leadership Athletic Coaching Endorsement Educational Leadership (All levels) Social Science 6-12 Middle Grades Endorsement	
<b>Performance Record</b>	2008 - B 2009 - B 2010 - B 2011 - C 2012 - D 2013 - D	

**Instructional Coaches**

<b># of instructional coaches</b>	2
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	



<b>Alissiea Wilder</b>		
Full-time / School-based	Years as Coach: 3	Years at Current School: 15
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Bachelor of Science Computer Information Systems Middle Grades Mathematics 5-9	
<b>Performance Record</b>	2010 - B 2011 - C 2012 - D 2013 - D	

<b>Annette Davis</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Elementary K-6	
<b>Performance Record</b>		

**Classroom Teachers**

<b># of classroom teachers</b>	58
<b># receiving effective rating or higher</b>	0%
<b># Highly Qualified Teachers</b>	107%
<b># certified in-field</b>	62, 107%
<b># ESOL endorsed</b>	21, 36%
<b># reading endorsed</b>	10, 17%
<b># with advanced degrees</b>	19, 33%
<b># National Board Certified</b>	1, 2%
<b># first-year teachers</b>	4, 7%
<b># with 1-5 years of experience</b>	13, 22%

**# with 6-14 years of experience**

27, 47%

**# with 15 or more years of experience**

20, 34%

**Education Paraprofessionals****# of paraprofessionals**

10

**# Highly Qualified**

10, 100%

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

6

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

The district hosts job fairs to recruit teachers to our district. We utilize a district wide employment system to post current openings, schedule interviews, post references, and hire qualified applicants. The district works with schools to ensure racial balance and filling vacancies.

**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**

Teacher's involved in the mentoring program will meet biweekly throughout the school year. The program will consist of an introduction to various technology utilized in the classroom, schoolwide policies and procedures, effective teaching strategies, orientation to weekly professional learning communities, and monthly departmental meetings.

**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 MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or

high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

- o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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

**Principal:** The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

**Assistant Principal:** Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

**Selected General Education Teachers:** Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) Teachers:** Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

**Resource Teachers:** Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**Academic Intervention Facilitator:** Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**School Psychologist:** Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

**MTSS Behavior Representatives (PBS):** Participates in collection, interpretation, and analysis of data;

facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Guidance Counselors: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

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

Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings and staff focus trainings. Professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The PS/Rtl Overview will be provided in mid-August. The District has five other mini-modules that will be provided throughout the year. The MTSS Leadership Team will evaluate additional staff Professional Learning needs during the monthly MTSS Leadership Team meetings.

**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**

Data sources utilized will include Discovery progress monitoring, PMRN/FAIR assessments, teacher made tests, classroom walkthroughs, etc. This data will be collected at specified intervals and reviewed in professional learning communities.

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

District psychologist trained all staff in MTSS, and teachers will submit required documentation of the steps taken. PBS, positive behavior support will implement and train teachers, using PBS strategies and Learning Earnings as rewards.

**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)**

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**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**

<b>Name</b>	<b>Title</b>
Bennie Pierce	Principal
Terri Christian	Assistant Principal
Ashley Arnold	Reading Teacher
Perry Blocker	Reading Teacher
Fatmeh Hafer	Reading Teacher
Sandi Jimmerson	Social Studies Teacher
Allison Lund	Music Teacher
Matthew Stunkard	Language Arts Teacher

**How the school-based LLT functions**

The literacy team meets monthly to discuss and design professional development needs. The team relays district information to staff.

**Major initiatives of the LLT**

To incorporate authentic literacy practices across the content to include reading, writing, listening, and speaking.

**Every Teacher Contributes to Reading Instruction****How the school ensures every teacher contributes to the reading improvement of every student**

Silent sustained reading with summarizing is incorporated in every class. Schoolwide reading initiatives for example schoolwide reading of a designated book. All teachers have access to FAIR data. All classes have leveled classroom libraries. Students are encouraged to read and take AR tests. Professional learning communities that are content specific will be held that are designed to increase reading improvement.

**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**

Westwood has implemented pre-academies which feed into surrounding high schools. Academy teachers plan collaboratively with core teachers to design lessons that are interdisciplinary and with a career and technical focus.

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

Students in WEST, STEAM, and Leadership academies focus on career and technical education. Students and parents participate in an Academy Night which highlights course offerings. Students are able to select a course of study that is personally meaningful.

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

N/A

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	38%	No	56%
American Indian	47%		No	52%
Asian				
Black/African American	39%	26%	No	45%
Hispanic	46%	36%	No	51%
White	62%	50%	No	66%
English language learners	33%	13%	No	40%
Students with disabilities	30%	18%	No	37%
Economically disadvantaged	48%	35%	No	54%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	332	38%	56%
Students scoring at or above Achievement Level 4	103	12%	

#### 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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	55	55%	
Students in lowest 25% making learning gains (FCAT 2.0)	58	58%	

**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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**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	138	47%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

**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	48%	35%	No	54%
American Indian	41%		No	47%
Asian				
Black/African American	39%	22%	No	45%
Hispanic	47%	35%	No	52%
White	56%	43%	No	60%
English language learners	35%	15%	No	42%
Students with disabilities	28%	17%	No	35%
Economically disadvantaged	47%	32%	No	52%



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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	306	35%	
Students scoring at or above Achievement Level 4	110	13%	

**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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	55	55%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	58	58%	

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	88	10%	
Middle school performance on high school EOC and industry certifications	86	98%	

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	54%	
Students scoring at or above Achievement Level 4	30	42%	

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	14	88%	

**Area 4: Science****Elementary School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**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			

**Middle School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	17%	
Students scoring at or above Achievement Level 4	21	7%	

**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>	
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	

**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)	20		
Participation in STEM-related experiences provided for students	30	3%	

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0		
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0		
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	15	2%	
Passing rate (%) for students who take CTE industry certification exams		40%	
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	0		

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	121	14%	10%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	228	26%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	300	34%	25%

**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**

See parent involvement plan on state website.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
See parent involvement plan on state website			

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** All teachers will use Standards Based instruction to increase proficiency levels for all students.

## Goals Detail

**G1.** All teachers will use Standards Based instruction to increase proficiency levels for all students.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- EWS - Middle School

### Resources Available to Support the Goal

- Instructional coaches DA support Learning schedules New reading program Big Ideas math Pearson for algebra and geometry Florida Achieves Reading progress monitoring

### Targeted Barriers to Achieving the Goal

- Lack of alignment of the curriculum to the instructional framework.
- Teachers lack standards knowledge
- Lack of student engagement

### Plan to Monitor Progress Toward the Goal

Classroom walk throughs, Lesson plan review, Data from FAIR and discovery testing, professional development on building small groups in reading using progress monitoring data, and professional development on utilizing Discovery Data

### Person or Persons Responsible

Principal, assistant principals, instructional coaches, teachers, paraprofessionals

### Target Dates or Schedule:

Daily, weekly, following discovery and FAIR testing, and following progress monitoring

### Evidence of Completion:

Data from Journeys, FAIR, Discovery, Florida Achieves, FCAT Explorer and classroom walkthroughs

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All teachers will use Standards Based instruction to increase proficiency levels for all students.

**G1.B1** Lack of alignment of the curriculum to the instructional framework.

**G1.B1.S1** Identify the standards based curriculum resources and related assessment

#### Action Step 1

Instructional coaches will support the teachers in the identification of curriculum resources and assessments aligned to the standards.

##### Person or Persons Responsible

Annette Davis, Alishesha Wilder, Carrie Howland, District

##### Target Dates or Schedule

12/6/13

##### Evidence of Completion

Coaches log, copies of assessments, copies of framework, emails to teachers

#### Action Step 2

Teachers will adhere to the instructional framework in all content areas.

##### Person or Persons Responsible

Content area teachers

##### Target Dates or Schedule

October 15, 2013

##### Evidence of Completion

Agenda, emails, copies of instructional frameworks, classroom walkthroughs

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

Classroom walkthroughs, looking for instructional alignment to framework and standards Review Student portfolios and journals

#### Person or Persons Responsible

Russ Campbell, APA, Terri Christian, APC, Bennie Pierce, Principal

#### Target Dates or Schedule

Ongoing throughout the year

#### Evidence of Completion

Observed during walkthroughs

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

Data will be collected from FAIR and discovery testing. Reading and math teachers will conduct progress monitoring as scheduled on instructional focus timeline.

#### Person or Persons Responsible

Ms Davis, Ms. Wilder, Carrie Howland, Glenn Gardner, Russ Campbell, Terri Christian, Bennie Pierce

#### Target Dates or Schedule

FAIR in December, Discovery in January, Progress monitoring as scheduled

#### Evidence of Completion

DATA, coaches log

### G1.B1.S2 Edit a column chart to align time for instructional block, related curriculum resource and specific assessment

#### Action Step 1

Develop a plan of action for 45 minutes/weekly session, email an agenda, schedule of meetings, time, place, date, sign in sheets, department will email agenda 1 week in advance

#### Person or Persons Responsible

Mrs. Christian, instructional coaches, Principal and Carrie Howland. Mr Gardner will create a template agenda, department chair and Carrie Howland will collaborate on roles

#### Target Dates or Schedule

All stakeholders are informed and ready to implement by November 6/7

#### Evidence of Completion

Agendas, administration monitoring, administration leading PD

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

Common planning was restructured to teachers to collaborate on planning

#### **Person or Persons Responsible**

Teachers, instructional coaches, Mr. Gardner, Mrs. Christian, Ms. Pierce

#### **Target Dates or Schedule**

Three times a month during FOCUS meetings

#### **Evidence of Completion**

Lesson plans, agendas, sign in sheets, classroom walkthrough

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

Agenda schedule, roles,

#### **Person or Persons Responsible**

Pierce, Christian, Carrie howland, Instructional coaches

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Classroom walkthroughs



## **G1.B2 Teachers lack standards knowledge**

**G1.B2.S1** Restructure the common planning to address deconstructing standards and developing standards based lessons.

### **Action Step 1**

Develop a plan of action for the implementation of a 45 minute weekly planning session.

#### **Person or Persons Responsible**

Administrative team, instructional coaches

#### **Target Dates or Schedule**

2013-2014 school year

#### **Evidence of Completion**

Agenda, schedule of meetings, assignment of roles, sign in sheet, lesson plan review

#### **Facilitator:**

Administrative team, instructional coaches

#### **Participants:**

All core teachers

### **Action Step 2**

Administration will communicate expectations and non-negotiables for 45 minute planning sessions. (norms and expectations)

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

2013-2014 school year

#### **Evidence of Completion**

Email, classroom walkthroughs

#### **Facilitator:**

Administration and coaches

#### **Participants:**

Teachers

### **Action Step 3**

Teachers will deliver planned standards based lessons

#### **Person or Persons Responsible**

Coaches and administration

#### **Target Dates or Schedule**

2013 - 2014 school year

#### **Evidence of Completion**

Lesson plans, classroom walkthroughs and student assessment data

### **Action Step 4**

Coaches utilize the coaching cycle to support delivery of standards based instruction

#### **Person or Persons Responsible**

Coaches and administration

#### **Target Dates or Schedule**

2013 - 2014 school year

#### **Evidence of Completion**

Coaches log, focus meeting agendas, coaching data

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

Walk throughs, review of lesson plans, facilitated collaborative planning

#### **Person or Persons Responsible**

Instructional coaches, teachers, administration, paraprofessionals, instructional paraprofessionals

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Walk through data, lesson plans, Agenda, sign ins

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

Agenda, sign ins and schedules

### Person or Persons Responsible

Administration, teachers, instructional coaches, will monitor FAIR and discovery data, progress monitoring and classroom assignments.

### Target Dates or Schedule

Weekly

### Evidence of Completion

Classroom walkthroughs, progress monitoring data

## G1.B3 Lack of student engagement

### G1.B3.S1 Increase the use of cooperative opportunities in the classroom

#### Action Step 1

Provide professional development on student engagement strategies

#### Person or Persons Responsible

Instructional coaches and administration

#### Target Dates or Schedule

October 2 and 3rd, and follow up through June

#### Evidence of Completion

power point presentation, sign in sheet, agenda

#### Facilitator:

Coaches and Administration

#### Participants:

Teachers

## Action Step 2

Teachers will incorporate collaborative structures during instruction

### Person or Persons Responsible

Coaches, administration

### Target Dates or Schedule

October 3 and on going

### Evidence of Completion

Classroom walkthroughs, lesson plans

### Facilitator:

Coaches and district support personnel

### Participants:

Teachers

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

Cooperative opportunities for students will be in teacher lesson plans

### Person or Persons Responsible

Teachers, Administration

### Target Dates or Schedule

January - June

### Evidence of Completion

Lesson Plans, classroom walkthroughs,

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

Teachers using technology, hands on activities, conducting labs, using manipulatives, cooperative structures

### Person or Persons Responsible

Teachers, instructional coaches

### Target Dates or Schedule

January - June

### Evidence of Completion

Classroom walkthroughs, student assessment data

## 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 1, Part A- the funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A funds school-wide services to Westwood Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant students enrolled in Westwood Middle School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Westwood Middle School are used to purchase professional resources for learning communities, book studies, and professional development.

Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

SAI unit(s) provided to Westwood Middle School enhance student achievement by counseling with students and parents about attendance, grades, and academic performance and goals.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc. Westwood Middle School offers professional development and student awareness of anti-bullying programs and participates in the Polk County Sheriff's Office SAVE program.

Nutrition Programs

This school is a Community Eligibility school and all students receive breakfast and lunch at no charge. This school is a location for a summer feeding program for the community.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education: Students in our academies are scheduled in CTE courses and will receive certification. develop leadership skills and offer training in service learning. Westwood Middle School has 3

vocational teachers: Business computers, Industrial technology and agricultural technology.

Job Training

N/A

## 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.** All teachers will use Standards Based instruction to increase proficiency levels for all students.

**G1.B2** Teachers lack standards knowledge

**G1.B2.S1** Restructure the common planning to address deconstructing standards and developing standards based lessons.

### PD Opportunity 1

Develop a plan of action for the implementation of a 45 minute weekly planning session.

#### Facilitator

Administrative team, instructional coaches

#### Participants

All core teachers

#### Target Dates or Schedule

2013-2014 school year

#### Evidence of Completion

Agenda, schedule of meetings, assignment of roles, sign in sheet, lesson plan review

### PD Opportunity 2

Administration will communicate expectations and non-negotiables for 45 minute planning sessions. (norms and expectations)

#### Facilitator

Administration and coaches

#### Participants

Teachers

#### Target Dates or Schedule

2013-2014 school year

#### Evidence of Completion

Email, classroom walkthroughs

**G1.B3** Lack of student engagement

**G1.B3.S1** Increase the use of cooperative opportunities in the classroom

**PD Opportunity 1**

Provide professional development on student engagement strategies

**Facilitator**

Coaches and Administration

**Participants**

Teachers

**Target Dates or Schedule**

October 2 and 3rd, and follow up through June

**Evidence of Completion**

power point presentation, sign in sheet, agenda

**PD Opportunity 2**

Teachers will incorporate collaborative structures during instruction

**Facilitator**

Coaches and district support personnel

**Participants**

Teachers

**Target Dates or Schedule**

October 3 and on going

**Evidence of Completion**

Classroom walkthroughs, lesson plans



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will use Standards Based instruction to increase proficiency levels for all students.	\$416
Total		\$416

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title I	\$179	\$0	\$179
	\$0	\$0	\$0
Title 1	\$0	\$237	\$237
Total	\$179	\$237	\$416

### Budget Details

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

**G1.** All teachers will use Standards Based instruction to increase proficiency levels for all students.

**G1.B2** Teachers lack standards knowledge

**G1.B2.S1** Restructure the common planning to address deconstructing standards and developing standards based lessons.

#### **Action Step 1**

Develop a plan of action for the implementation of a 45 minute weekly planning session.

#### **Resource Type**

Professional Development

#### **Resource**

Instructional Coaches, professional books

#### **Funding Source**

Title I

#### **Amount Needed**

\$179

**Action Step 2**

Administration will communicate expectations and non-negotiables for 45 minute planning sessions. (norms and expectations)

**Resource Type**

Evidence-Based Program

**Resource**

Reading coach, math coach and LEA facilitator

**Funding Source**

Title 1

**Amount Needed**

\$179

**G1.B3** Lack of student engagement

**G1.B3.S1** Increase the use of cooperative opportunities in the classroom

**Action Step 1**

Provide professional development on student engagement strategies

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**Action Step 2**

Teachers will incorporate collaborative structures during instruction

**Resource Type**

Evidence-Based Program

**Resource**

Guidance counselor - attendance manager

**Funding Source**

Title 1

**Amount Needed**

\$58