Woodland Middle School

2014-15 School Improvement Plan

Woodland Middle School

2700 PANACEA BLVD, North Port, FL 34289

www.sarasotacountyschools.net/woodland

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	65%

Alternative/ESE Center	Charter School	Minority
No	No	31%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	A

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

School Mission:
Woodland Middle School is a community offering a safe, encouraging environment, that celebrates learning and innovation. All learners model and promote integrity, empathy, and responsibility.
PBS Mission:
The Woodland Middle School Community strives to create respectable, responsible, trustworthy, and engaged life-long learners through behavioral and instructional support.

Provide the school's vision statement

Woodland Middle School places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

WMS strives to a create a community of caring within our school. Staff and students have become accustomed to a climate in which staff and students have conversations in which develop relationships. In addition, all students at WMS are accustomed to speaking in a verbally appropriate way to others by using accountable talk at all times.

Describe how the school creates an environment where students feel safe and respected before, during and after school

School staff supervises students before, during and after school. Students are encouraged to talk with staff members and report anything that may cause them to feel uncomfortable or unsafe.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The PBS model is used to promote positive behavior on campus.
The administrative team supervises students on campus during class transitions to help enforce behavioral expectations and see that students get to class safely and on time.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Support staff have implemented a mentoring program to pair staff members with students who have early warning indicators. School Counselors meet with students when requested, facilitate classroom lessons, and connect resources as needed.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The School-Wide Support Team (SWST) discusses students who may have early warning indicators of attendance, academic deficits & concerns and behavioral data such as in-school and out of school suspensions. The SWST meets weekly for 1 hour on Wednesday in the ESE Liaison Conference room. Chelsea Tuggle begins the meeting with greetings and defers 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.
The SWST then makes recommendations based on data and connects resources to help students to be more successful.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies recommended by School-Wide Support Team (SWST) provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need.
Examples Include:
-Progress Monitoring
-Differentiated Instruction
-Tier 1,2 & 3 interventions based on student needs.
-Prescriptive Assessments
-Intensive Reading classes
-Critical Thinking Class

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The Woodland Middle School website displays the school's mission and vision statement and the school newsletter is designed to inform parents of events going on at the school and topics being spotlighted in classrooms.

Teachers and other staff members call parents, use Teleparent, send emails or letters, and hold conferences to discuss their child's progress academically and behaviorally. The team works together to develop a plan to help the student reach their highest level of potential and providing support as needed.

Woodland Middle School hosts Open House nights, a Literacy Showcase, and STEM night in which parents are invited to attend and see what their students are doing at school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

School staff reaches out to local community members to encourage involvement in the school through volunteering and making donations to help support the needs of our students. The School Advisory Council encourages participation in meetings and school events.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Hall, Cindy	Principal
Montgomery, Mia	Assistant Principal
Wong, Christine	Administrative Support
Tuggle, Chelsea	Guidance Counselor
Kelly, James	Guidance Counselor
King, Christopher	Administrative Support
Rowland, Shannon	Administrative Support
Butler, Lauren	Teacher, K-12
Bosnonian , Tammy	Teacher, K-12
Jaques, Liz	Teacher, K-12
McCombie, Brian	Teacher, K-12
Everett, Tiffany	Teacher, K-12
O'Gorman, Kevin	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Cindy J. Hall, Principal; Mia Montgomery, Assistant Principal; Christine Wong, TOSA; Christopher King, Behavioral Specialist; James Kelly, Counselor; Chelsea Tuggle, Counselor; Shannon Rowland, ESE Liaison

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

- Teachers collect data based on formative and summative assessments for progress monitoring. Intensive Reading and Academic Intervention teachers collect data and share relevant data with team teachers.
- Behavior Data is collected and maintained by the Behavior Specialist and Administration through observations and discipline logs.
- Teacher training will target standard-based strategies linked to college and career readiness such as, task complexity & difficulty, Inquiry Based Instruction, D.O.K Levels, Fluency in Math & Language Arts. Training will also focus on the following: such as Common Core, Text Complexity, iEngage: The Purposes, Modeling, Accountable Team tasks using Accountable Team Talk, and Guided Instruction, as well as linking electronic professional development to instructional strategies. Crosspointe, MTSS, World Book, iEngage, and Blackboard/LEARN are all integrated to Common Core and vital to the SIP.
- Supplemental Materials provided through Title III funds are used for language instruction for ELL students mainly purchasing supplemental materials such as English language learning software, textbooks, dictionaries, and other materials.
- Our school currently participates in the Healthier US Food Challenge. Our goal is to serve a variety of healthy snacks during different days to meet the Healthier US Food Challenge Criteria.
- Bullying prevention programs are led by our guidance counselors and taught in grades 6-8 during the school day. Self-report student data is collected and analyzed along with behavioral information to target needed topics for lessons and assemblies.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Chelsea Tuggle	Education Support Employee
Lauren Butler	Teacher
Cindy Hall	Principal
Oksana Petrenko	Teacher
Gary French	Teacher
Robert Lamela	Parent
Kristina Beecher	Teacher
Barbara Albino	Education Support Employee
Jennifer Kinker	Parent
Linda Booher	Parent
Georgina Santiago	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC reviews SIP plan on a yearly basis.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

SAC determines how funds are distributed for the 2014-2015 school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A SAC was not funded in the 2013-2014 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Hall, Cindy	Principal
Wong, Christine	Administrative Support
Butler, Lauren	Teacher, K-12
Bosnonian , Tammy	Teacher, K-12
Barnum, Audrea	Teacher, K-12
Finn, Kate	Teacher, K-12
Jaques, Liz	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The WMS Literacy Leadership Team (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. WMS implements WOW (District Wide Vocabulary) . WOW will be implemented daily through all teachers.
The 4 components of the iEngage model will be done and implemented in LA, SS, SC, and Math: Focus Lesson, Guided Instruction, Accountable Team Task, 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Curriculum leader meetings are held monthly to provide information to Curriculum Leaders. The Curriculum Leaders will then pass down important information during collaborative planning/ Professional Learning Communities (PLC). PLC's will meet weekly at every grade level & subject level. Department Meetings are held monthly in every subject level to pass down content area information to relevant teachers.
A Mentor/ Mentee program is in place which allows veteran staff to get in touch with new staff. Mentors act as support for new teachers and assist them in areas of need.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

First year teachers are partnered with a veteran teacher as a part of our school district Mentor/Mentee program. All teachers meet weekly either during common planning or after school to work on coaching, planning,feedback, progress monitoring, and home-school communication.In addition, WMS offers weekly Professional Development opportunities to aid all staff on campus.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

First year teachers are partnered with a veteran teacher as a part of our school district induction program. Staff is paired with teachers of the same content area whenever possible. Teachers meet weekly either during common planning or after school to work on coaching, planning,feedback, progress monitoring, and home-school communication.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The WMS staff plans instruction using relevant data from formative and summative assessments. During planning, the teachers of WMS utilize the Mathematics Florida Standards, Language Arts Florida Standards, CPALMS, Test item specs, Deconstructed Standards and Webb's DOK all while using the iENgage lesson planning design.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Baseline Data: FCAT, FAIR, District Benchmark Assessments in Reading, Math, Science and Writing.
Mid-year: FAIR, District Benchmark Assessments in Reading, Math, Science, Writing, Algebra and Geometry
End of year: FCAT and EOC exams
In order to meet needs, students are given the opportunity to utilize computer based programs that increase reading, writing and math fluency. Intensive Reading is also provided for students scoring a 1 or 2 on last years FCAT. For math students, the Math department has created an after school lab in which assists students in gaining math fluency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Remediation of Math Fluency Skills

Strategy Rationale

To increase math fluency

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Smith, Elvena, elvena.smith@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Reports obtained from Succesmaker, IXL & Compass will be used in addition to teacher created formative assessments.

Student Transition and Readiness

PreK-12 Transition

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

School Counselors follow the district transition plan for incoming 6th grade students and students transitioning to high school. School staff representatives visit elementary schools in the spring to speak to students about the transition to middle school.
Each year, the High School Guidance Counselors from North Port High school meet with WMS 8th graders. They are informed of the classes and electives in High School. WMS counselors then provide assistance to the 8th graders to aid them in the decision making process. Later, North Port High counselors meet each 8th grader on a one to one basis to finalize the components of their High School studies.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The required career component is taught through 8th grade History courses.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The required career component is taught through 8th grade History courses.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

As a middle school, we are partnering with Kevin Baird, National director of the "College and Career Ready Center." The focus at Woodland Middle School is to refine the iEngage model of instruction, with professional development emphasizing the developing of purposes that are aligned to inquiry-based, problem solving and fluency focused accountable team tasks. Formative assessments from Accountable Team Tasks will serve to inform and drive future instruction.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   For the 2014 - 2015 school year, WMS will have a 66% math proficiency rate for the 2015 school year as measured by an EOC exam.

G2.   For the 2014 - 2015 school year, WMS will have a 70% reading proficiency rate for the 2015 school year as measured by an EOC exam.

G3.   For the 2014 - 2015 school year, 60% of WMS students will show proficiency on the Science FCAT 2.0.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. For the 2014 - 2015 school year, WMS will have a 66% math proficiency rate for the 2015 school year as measured by an EOC exam. 1a

G051079

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0

Resources Available to Support the Goal 2

- Classroom teachers, Para Professionals, Media Aid, administration and support staff are essential resources for all students on campus. iEngage Lesson design,C-Palms,PLC's that create lesson plans aligned to standards, common assessments, district assessments. In addition, tools such as the Instructional Indicators for Success, Math Fluency Tests, Computer programs such as IXL and Successmaker as well as teacher created assessments and District Benchmark Assessments are critical for success.

Targeted Barriers to Achieving the Goal 3

- Math fluency deficits which interfere with grasping and mastering higher level math skills

Plan to Monitor Progress Toward G1. 8

Results of math fluency assessments, benchmark assessments

Person Responsible

Cindy Hall

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Classroom observations and student learning gains as evidenced by assessment results.

G2. For the 2014 - 2015 school year, WMS will have a 70% reading proficiency rate for the 2015 school year as measured by an EOC exam. 1a

🔍 G050977

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0

Resources Available to Support the Goal 2

- Classroom teachers, Para Professionals, Media Aid, administration and support staff are essential resources for all students on campus.

- Tools such as the Instructional Indicators for Success, FAIR Tool Kits, FOCUS assessments, teacher created assessments and District Benchmark Assessments are critical for success.

Targeted Barriers to Achieving the Goal 3

- Differentiated instructional strategies and interventions based on assessment data such as FAIR & Teacher Created Assessments

- Students with reading deficits in regards to non-fiction and informational texts

- Students are in need of vocabulary comprehension strategies to comprehend text.

Plan to Monitor Progress Toward G2. 8

Classroom assessment scores, FAIR and Focus results

Person Responsible
Lauren Butler

Schedule
Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion
Student learning gains as evidenced by assessment results.

G3. For the 2014 - 2015 school year, 60% of WMS students will show proficiency on the Science FCAT 2.0.
1a

🔍 G050968

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- FCAT 2.0 Test Specs, Focus Assessments, Benchmark tests, iEngage Lessons

Targeted Barriers to Achieving the Goal 3

- Students will need to learn to become accustomed to thinking deeply and critically during hands on learning activities to develop deep content understanding.

Plan to Monitor Progress Toward G3. 8

Classroom walkthrough forms/School and District Assessments

Person Responsible

Cindy Hall

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Teacher ongoing evaluation form using the Instructional Information System,curriculum leader meeting notes, Data from progress monitoring assessments and Increased FCAT Science proficiency scores.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =**
Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. For the 2014 - 2015 school year, WMS will have a 66% math proficiency rate for the 2015 school year as measured by an EOC exam. 1

🔑 G051079

G1.B1 Math fluency deficits which interfere with grasping and mastering higher level math skills 2

🔑 B128351

G1.B1.S1 Teachers will monitor student math fluency skills and implement classroom interventions to address deficits. Supplemental math fluency opportunities will be provided for struggling students. 4

🔑 S140436

Strategy Rationale

Action Step 1 5

Progress Monitoring & The Development of Interventions

Person Responsible

Elvena Smith

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Math fluency test results

Action Step 2 `5`

Anticipation Guides

Person Responsible

Elvena Smith

Schedule

Every 6 Weeks, from 8/18/2014 to 6/2/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Progress monitoring of math fluency

Person Responsible

Elvena Smith

Schedule

On 6/2/2015

Evidence of Completion

Results of math fluency assessments, benchmark assessments and EOC assessment

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Progress monitoring of math fluency

Person Responsible

Cindy Hall

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Results of math fluency assessments, benchmark assessments and EOC assessment

G2. For the 2014 - 2015 school year, WMS will have a 70% reading proficiency rate for the 2015 school year as measured by an EOC exam. 1

🔑 G050977

G2.B1 Differentiated instructional strategies and interventions based on assessment data such as FAIR & Teacher Created Assessments 2

🔑 B128003

G2.B1.S1 During PLC, plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments such as FAIR and teacher made classroom assessments. 4

🔑 S140431

Strategy Rationale

Action Step 1 5

Differentiated instructional strategies professional development opportunities

Person Responsible

Chelsea Tuggle

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Classroom observations and student learning gains as evidenced by assessment results.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom assessment scores, FAIR and Focus results

Person Responsible

Cindy Hall

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Classroom observations and student learning gains as evidenced by assessment results.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

FAIR Scores, Benchmark Test Scores & EOC Test Results

Person Responsible

Cindy Hall

Schedule

Evidence of Completion

Teacher ongoing evaluation form using the Instructional Information System,curriculum leader meeting notes, Data from progress monitoring assessments and Increased Reading proficiency scores.

G2.B2 Students with reading deficits in regards to non-fiction and informational texts `2`

🔧 B128004

G2.B2.S1 Level 1 and Level 2 Reading FCAT students will participate in an Intensive Reading class `4`

🔧 S140433

Strategy Rationale

Action Step 1 `5`

Increased reading of informational text and the use of textual evidence to demonstrate comprehension in all core classrooms as well as encore classes.

Person Responsible

Christine Wong

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Fair & Successmaker Data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Classroom Walk through forms, lesson plans, student performance data

Person Responsible

Cindy Hall

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Classroom Walk through forms, School and District Assessments

Person Responsible

Cindy Hall

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data

G2.B3 Students are in need of vocabulary comprehension strategies to comprehend text. `2`

🔍 B128006

G2.B3.S1 WMS Teachers will use the RACE strategy during content area and reading instruction.Teachers will implement the iEngage (Gradual Release) Instructional model daily. Teachers will actively utilize Word Walls in regards to content specific vocabulary. Teachers will use Reciprocal Teaching methods during instruction `4`

🔍 S140135

Strategy Rationale

Action Step 1 `5`

RACE strategy

Person Responsible

Liz Jaques

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

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

Action Step 2 `5`

Reciprocal Teaching

Person Responsible

Lauren Butler

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

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

Action Step 3 5

Vocabulary WOW - Frayer Model

Person Responsible

Lauren Butler

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom Walkthrough

Person Responsible

Cindy Hall

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Fidelity of use of instructional strategies in each classroom.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Formative and summative classroom assessments, Focus and FAIR results

Person Responsible

Lauren Butler

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Results of summative classroom assessments, student grades, Focus and FAIR results

G3. For the 2014 - 2015 school year, 60% of WMS students will show proficiency on the Science FCAT 2.0. `1`

<div align="right">🔑 G050968</div>

G3.B1 Students will need to learn to become accustomed to thinking deeply and critically during hands on learning activities to develop deep content understanding. `2`

<div align="right">🔑 B127953</div>

G3.B1.S1 Science teachers will fully implement the iEngage instructional model and promote critical thinking. `4`

<div align="right">🔑 S140084</div>

Strategy Rationale

Action Step 1 `5`

Offer training that reinforces the use of the iEngage Instructional Model within classrooms

Person Responsible

Cindy Hall

Schedule

On 6/2/2015

Evidence of Completion

Classroom observations

Action Step 2 `5`

Cornell Note Taking

Person Responsible

Lauren Butler

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Beth Walter

Schedule

On 6/2/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Observation of classroom instructional strategies.

Person Responsible

Cindy Hall

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Consistent implementation of the iEngage Instructional Model. Increased FCAT 2.0 scores for 2015

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Science Benchmark assessments. Formative and summative classroom assessments.

Person Responsible

Cindy Hall

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Increased proficiency on FCAT 2.0 Science in 2015.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Offer training that reinforces the use of the iEngage Instructional Model within classrooms	Hall, Cindy	8/18/2014	Classroom observations	6/2/2015 one-time
G2.B1.S1.A1	Differentiated instructional strategies professional development opportunities	Tuggle, Chelsea	8/18/2014	Classroom observations and student learning gains as evidenced by assessment results.	6/2/2015 biweekly
G2.B3.S1.A1	RACE strategy	Jaques, Liz	8/18/2014	Walkthroughs and observational data will be used for follow up and monitoring	6/2/2015 quarterly
G1.B1.S1.A1	Progress Monitoring & The Development of Interventions	Smith, Elvena	10/20/2014	Math fluency test results	5/29/2015 weekly
G2.B2.S1.A1	Increased reading of informational text and the use of textual evidence to demonstrate comprehension in all core classrooms as well as encore classes.	Wong, Christine	8/18/2014	Fair & Successmaker Data	6/2/2015 quarterly
G1.B1.S1.A2	Anticipation Guides	Smith, Elvena	8/18/2014	Walkthroughs and observational data will be used for follow up and monitoring	6/2/2015 every-6-weeks
G2.B3.S1.A2	Reciprocal Teaching	Butler, Lauren	8/18/2014	Walkthroughs and observational data will be used for follow up and monitoring	6/2/2015 quarterly
G3.B1.S1.A2	Cornell Note Taking	Butler, Lauren	8/18/2014	Walkthroughs and observational data will be used for follow up and monitoring	6/2/2015 quarterly
G2.B3.S1.A3	Vocabulary WOW - Frayer Model	Butler, Lauren	8/18/2014		6/2/2015 quarterly
G3.B1.S1.A3	iEngage/Standards-Based Instruction/Common Core/Text Complexity	Walter , Beth	8/18/2014	Written on Board: Content Purposes, Language Purpose with target vocab & language frame, Accountable Team Task (rigorous application linking to Content Purpose)	6/2/2015 one-time
G1.MA1	Results of math fluency assessments, benchmark assessments	Hall, Cindy	8/18/2014	Classroom observations and student learning gains as evidenced by assessment results.	6/2/2015 quarterly
G1.B1.S1.MA1	Progress monitoring of math fluency	Hall, Cindy	8/18/2014	Results of math fluency assessments, benchmark assessments and EOC assessment	6/2/2015 quarterly
G1.B1.S1.MA1	Progress monitoring of math fluency	Smith, Elvena	8/18/2014	Results of math fluency assessments, benchmark assessments and EOC assessment	6/2/2015 one-time
G2.MA1	Classroom assessment scores, FAIR and Focus results	Butler, Lauren	8/18/2014	Student learning gains as evidenced by assessment results.	6/2/2015 biweekly
G2.B3.S1.MA1	Formative and summative classroom assessments, Focus and FAIR results	Butler, Lauren	8/18/2014	Results of summative classroom assessments, student grades, Focus and FAIR results	6/2/2015 quarterly
G2.B3.S1.MA1	Classroom Walkthrough	Hall, Cindy	8/18/2014	Fidelity of use of instructional strategies in each classroom.	6/2/2015 quarterly
G2.B1.S1.MA1	FAIR Scores, Benchmark Test Scores & EOC Test Results	Hall, Cindy	Teacher ongoing evaluation form using the Instructional Information System,curriculum leader meeting notes, Data from progress monitoring assessments and Increased	quarterly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			Reading proficiency scores.		
G2.B1.S1.MA1	Classroom assessment scores, FAIR and Focus results	Hall, Cindy	8/18/2014	Classroom observations and student learning gains as evidenced by assessment results.	6/2/2015 biweekly
G2.B2.S1.MA1	Classroom Walk through forms, School and District Assessments	Hall, Cindy	8/18/2014	Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data	6/2/2015 quarterly
G2.B2.S1.MA1	Classroom Walk through forms, lesson plans, student performance data	Hall, Cindy	8/18/2014	Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data	6/2/2015 quarterly
G3.MA1	Classroom walkthrough forms/ School and District Assessments	Hall, Cindy	8/18/2014	Teacher ongoing evaluation form using the Instructional Information System,curriculum leader meeting notes, Data from progress monitoring assessments and Increased FCAT Science proficiency scores.	6/2/2015 quarterly
G3.B1.S1.MA1	Science Benchmark assessments. Formative and summative classroom assessments.	Hall, Cindy	8/18/2014	Increased proficiency on FCAT 2.0 Science in 2015.	6/2/2015 quarterly
G3.B1.S1.MA1	Observation of classroom instructional strategies.	Hall, Cindy	8/18/2014	Consistent implementation of the iEngage Instructional Model. Increased FCAT 2.0 scores for 2015	6/2/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. For the 2014 - 2015 school year, WMS will have a 66% math proficiency rate for the 2015 school year as measured by an EOC exam.

G1.B1 Math fluency deficits which interfere with grasping and mastering higher level math skills

G1.B1.S1 Teachers will monitor student math fluency skills and implement classroom interventions to address deficits. Supplemental math fluency opportunities will be provided for struggling students.

PD Opportunity 1

Progress Monitoring & The Development of Interventions

Facilitator

Chelsea Tuggle

Participants

All WMS Staff

Schedule

Weekly, from 10/20/2014 to 5/29/2015

PD Opportunity 2

Anticipation Guides

Facilitator

Tara Colon

Participants

All Math Teachers

Schedule

Every 6 Weeks, from 8/18/2014 to 6/2/2015

G2. For the 2014 - 2015 school year, WMS will have a 70% reading proficiency rate for the 2015 school year as measured by an EOC exam.

G2.B1 Differentiated instructional strategies and interventions based on assessment data such as FAIR & Teacher Created Assessments

G2.B1.S1 During PLC, plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments such as FAIR and teacher made classroom assessments.

PD Opportunity 1

Differentiated instructional strategies professional development opportunities

Facilitator

Chelsea Tuggle

Participants

Instructional Staff

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G2.B2 Students with reading deficits in regards to non-fiction and informational texts

G2.B2.S1 Level 1 and Level 2 Reading FCAT students will participate in an Intensive Reading class

PD Opportunity 1

Increased reading of informational text and the use of textual evidence to demonstrate comprehension in all core classrooms as well as encore classes.

Facilitator

Chrissy Wong

Participants

All Language Arts / Reading Staff

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

G2.B3 Students are in need of vocabulary comprehension strategies to comprehend text.

G2.B3.S1 WMS Teachers will use the RACE strategy during content area and reading instruction.Teachers will implement the iEngage (Gradual Release) Instructional model daily. Teachers will actively utilize Word Walls in regards to content specific vocabulary. Teachers will use Reciprocal Teaching methods during instruction

PD Opportunity 1

RACE strategy

Facilitator

Liz Jaques, Kate Finn, Audrea Barnum

Participants

All WMS Staff

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

PD Opportunity 2

Reciprocal Teaching

Facilitator

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

Participants

All WMS Staff

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

PD Opportunity 3

Vocabulary WOW - Frayer Model

Facilitator

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

Participants

All WMS Staff

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

G3. For the 2014 - 2015 school year, 60% of WMS students will show proficiency on the Science FCAT 2.0.

G3.B1 Students will need to learn to become accustomed to thinking deeply and critically during hands on learning activities to develop deep content understanding.

G3.B1.S1 Science teachers will fully implement the iEngage instructional model and promote critical thinking.

PD Opportunity 1

Offer training that reinforces the use of the iEngage Instructional Model within classrooms

Facilitator

Dr. Cindy Hall

Participants

All WMS Instructional Staff

Schedule

On 6/2/2015

PD Opportunity 2

Cornell Note Taking

Facilitator

C.Wong, L. Butler

Participants

All WMS Instructional Staff

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

PD Opportunity 3

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

Facilitator

Dr.Cindy Hall

Participants

All WMS Instructional Staff

Schedule

On 6/2/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**