

Wellington Landings Middle



2014-15 School Improvement Plan

Wellington Landings Middle

1100 AERO CLUB DR, Wellington, FL 33414

www.edline.net/pages/wellington_landings_ms

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

39%

Alternative/ESE Center

No

Charter School

No

Minority

45%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Wellington Landings Community Middle School is committed to empowering all students with the knowledge and skills necessary to reach their full academic potential and to become productive citizens and lifelong learners.

Provide the school's vision statement

Wellington Landings Community Middle School prepares students with academic skills, effective and productive personal habits, and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses.

School Environment

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

We instill an appreciation for multicultural diversity through our anti-bullying campaign; school-wide structured lessons; culturally infused lessons on topics such as African American Studies, Hispanic culture and history and the Holocaust; and implementation of the school-wide PBS program which emphasizes respect for all. A Peer Partners class is offered in which regular education students work side-by-side with special needs (ESE) students. Our ESE students are included in school-wide activities and scheduled to attend mainstream classes as well as electives, a practice that benefits all students.

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

WLMS utilizes a carefully crafted Positive Behavior Support Plan to maintain one of the safest environments in Palm Beach County. Team members meet regularly throughout the year to review discipline data and create lessons based on the three R's - Respect, Responsibility, and Resilience - that are taught school-wide. During the first week of school, all teachers instruct students on WLMS behavioral expectations. Students interact with the information after a presentation (video, PowerPoint). In addition to a review of the rules, students learn to use their planner, and how to identify and report bullying.

Each morning, during announcements, Principal Bennett stresses what it means to be a SUPERSTARRR at WLMS. Staff members use her daily reminders during discussions with students. Our rules are repeated often, with an emphasis on the three RRR's.

At the beginning of the second semester, we celebrate SUPERSTARRR WEEK. In addition to anti-bullying and other behavioral-based lessons taught in every classroom, students enjoy a daily special reward each day; ie, "Twins Day," "Crazy Socks Day," etc. The culminating activity is a grade level assembly during which our SUPERSTARRRS are introduced and perform. Individual students walk out on a red carpet and tell the audience why they are superstars. Our performing groups entertain with special musical and dance numbers.

WLMS has a group of dedicated staff members who oversee and instruct in the Before and After School Programs. Students enjoy supervised activities (game room, sports, clubs, and homework assistance) from 7:30AM until 5:30PM (and later, when necessary). WLMS has one of the highest rated Before/After School Programs in Palm Beach County. Its motto is, "After School Rocks!" All school rules and dress code apply.

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

WLMS has a single school culture for behavior. There is a highly structured behavioral program in place which is published in the teachers' handbook and reviewed during pre-school. Teachers follow the district guidelines which require two interventions prior to writing a referral. Parent communication, preferably by phone, is required. As a result of the tiered behavioral interventions, very few students require the more serious forms of discipline. Teachers meet with the assistant principals monthly for grade level meetings, during which student behavioral issues are addressed. A particularly effective program is our Level One Detention which is issued for dress code, gum, hallway and tardy violations. These detentions are issued by teachers and followed up with phone calls made by office staff to schedule. This proactive approach to minor violations keep student behavior from escalating and minimizes the need for referrals to administration. For more serious offenses, WLMS has an inside suspension program which has both academic and counseling components. Discipline data is reviewed quarterly by the Positive Behavior Support Team, staff and SAC to make sure that the rules are fairly and consistently enforced.

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

WLMS has two counselors who meet with students, as needed, to discuss academic and emotional concerns. During the spring, the counselors teach a career education unit and coordinate visits of feeder schools to our campus. The sixth grade assistant principal is certified in guidance and administration; the seventh and eighth grade administrator is skilled in behavioral intervention and works with students who need emotional and academic support to be successful. Another assistant principal is in charge of the School Based Team which meets monthly to discuss students who require academic and/or behavioral interventions. This team refers students who need additional support to the Child Study Team. Selected teachers and counselors act as mentors for students who need support beyond what is offered through our counseling program. Skilled "listeners" who are trained by an outside agency meet with individual students who have been identified as children who would benefit from talking with an adult on a regular basis.

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

Attendance is monitored by the grade level counselors. Parents of absent students are notified of an absence by phone. Parents of students who are absent five or more days each nine weeks are contacted by the grade level counselor and receive a letter notifying them of the need for a doctor's note or the requirement to sign in daily in the Student Services office. Suspensions are monitored by the grade level assistant principals, and students who need behavioral interventions are referred to the School Based Team. Students who are failing are referred to the School Based Team. Struggling students (in the lowest 25%) are monitored and counseled on a regular basis by an assistant principal who reviews diagnostic test results and meets with them to set goals. A variety of staff members act as mentors for students who need individual attention.

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
	6	7	8	
Attendance below 90 percent	11	21	21	53
One or more suspensions	22	28	32	82
Course failure in ELA or Math	0	0	2	2
Level 1 on statewide assessment	31	32	37	100
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	7	11	25

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

All students at WLMS are required to complete assignments in Reading Plus on a weekly basis. Students scoring below their grade level are required to spend more time using Reading Plus until they reach their grade level goals. Students who score at Level 1 in standardized testing are targeted for special programs such as double block Read 180, Intensive Reading and/or Math, and goal setting counseling sessions (with an AP). Late in the first semester and at the beginning of the second semester, they are invited to Saturday and after-school tutorial sessions. Some students are temporarily removed from electives for additional instruction during the second semester. With parent approval, some of these students are required to attend homework assistance in the After School Program. Students who are identified by the School Based Team as needing additional support because they are failing language arts, reading or math, receive it through tiered interventions that are monitored by team members. Failure to progress satisfactorily through the tiered system results in referral to the Child Study Team.

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

In SY15, WLMS will continue to reach out to parents of our students in an attempt to strengthen the school-home relationship and to educate parents on school-wide initiatives. The principal uses the Parent Link System (call out phone delivery system) to inform parents of upcoming events and important information. Parents are encouraged to join the School Advisory Counsel, the PTO and the Volunteer Program. Our families receive five newsletters throughout the school year recognizing

students, staff and parents. The principal meets quarterly with parents who attend the "Coffee with the Principal" event sponsored by the PTO. Strategies to improve parent communication and involvement were effectively implemented during 2013-14, culminating in WLMS being recognized as a 5-STAR 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

Community members are solicited to join the School Advisory Committee. SAC membership includes a business liaison position The PTO has a School Business Partnership Coordinator who oversees business partnerships. Members of the Business Partnership Committee solicit support of local businesses. They keep a record of business supporters and they are recognized for their contribution to the school in the newsletter and with a letter from the principal.

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
Bennett, Blake	Principal
Prater, Gay	Assistant Principal
Milanak, Damian	Assistant Principal

Duties

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

The Leadership Team comprised of the principal, assistant principals, guidance counselors, ESE coordinator and school police officer meets weekly to evaluate our progress in relation to our pending activities/goals. The principal determines the agenda, with input from team members. The primary goal of the WLMS Leadership Team is instructional leadership. The focus of these meetings is rigor of instruction (on the DOK Scale, Levels 3 and 4). In addition to academic goals, the team reviews behavioral data and makes decisions that ensure student safety. The school-based MTSS leadership team is comprised of the principal, assistant principals, ESE contact, guidance counselors, SLP, school psychologist, and classroom teachers. Members of the school-based MTSS leadership team will meet with the SAC to help develop the SY15 SIP. Utilizing the previous year's data, information on the Tier 1, 2, and 3 targets, and focus on deficit areas will be discussed.

Topics for discussions include but are not limited to:

- FCAT scores and the lowest 25%
- Strengths and weaknesses of intensive classes
- Mentoring, tutoring, and other pull-out services
- Professional development for all stakeholders on the MTSS process

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

An ongoing, systematic problem solving process is consistently used to guide decision making across a continuum of needs. Data collection based upon academic achievement, discipline, attendance, and other factors is used to determine the effectiveness of core instruction among our students. Based upon this information, the team will identify the professional development activities needed to create and improve effective learning environments. After determining that effective Tier 1- core instruction is in place, the team will identify students who are not meeting the identified targets. These students will be referred to the school based MTSS leadership team. This team will use a four step problem solving model to conduct all meetings and identify an individual plan for these students' academic/behavioral needs. The team will assign a case liaison and will ensure the necessary resources are available and that the plan is implemented with fidelity.

Problem Solving Process-

- 1- Problem identification- entails identifying the problem and the desired outcome for the student.
 - 2- Problem analysis- analyzing why the problem is occurring and collecting data to determine possible causes.
 - 3- Intervention design and implementation- selecting or developing evidence-based interventions based on an ongoing collection of data and ensuring that it is implemented correctly.
 - 4- Evaluating- (also known as response to intervention, RtI) the effectiveness of the response to the intervention is examined and team determines future steps.
- The problem solving process is self-correcting, and if necessary, recycles in order to achieve the best outcomes for all students.

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Blake Bennett	Principal
Miguel Torregrosa	Parent
Michael Samarel	Teacher
Monica Hart	Parent
Margie Walsh	Teacher
Lori Gerboc	Teacher
Joanne Kapsos	Business/Community
Berta Ebersole	Parent
Anne Gerwig	Business/Community
Janice Curcio	Parent
Lisa Havell	Teacher
Daphanie Richards	Education Support Employee
Katie Schmidt	Student
Deborah Clein	Parent
Brenda Katz	Parent
Nancy Courtney	Education Support Employee
Gina Kleino	Parent

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

On August 5, 2014, Principal Bennett showed a PowerPoint presentation of the year in review and data analysis based on the Spring, 2014, FCAT results. WLMS made significant gains, maintaining its A status, showing proficiency gains in reading (+2), math (+1), science (+2) and writing (+8). Our students did exceptionally well in reading learning gains (+9), L25 (+18). WLMS was tied for #1 (with a magnet school) in the District in reading gains and #4 in math. Learning gains in math stayed about the same.

Development of this school improvement plan

Several members of the SAC will provide information to develop the initial draft of the school improvement plan. The plan will be provided to the SAC for approval. The SAC will review, revise, and vote to approve the school improvement plan. At the 8/5/14 SAC meeting, the membership discussed the targets this year which include an emphasis on evidence-based writing, increased rigor, analytical thinking, the use of complex text, and collegial planning for the purpose of unpacking the standards.

Preparation of the school's annual budget and plan

Any funds received for FY'15 will be used for teacher resources, salaries (tutoring), upgrading technology and other expenses related to student achievement and approved by the SAC.

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

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

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
Bennett, Blake	Principal
Prater, Gay	Assistant Principal
Weber, Lois	Teacher, K-12
Berton, Joann	Teacher, K-12
Warren, Judy	Teacher, K-12
Stern, Robin	Teacher, K-12
Havell, Lisa	Teacher, K-12
Samarel, Michael	Teacher, K-12
Gerboc, Lori	Teacher, K-12
Walsh, Margie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the school-based LLT are for our students to achieve proficiency and continued growth on all assessments. We will focus on improving writing proficiency by utilizing a school-wide writing initiative that is located in the reference section of the Student Planner/Handbook. Students will use the acronym FOCUS (Focus, Organization, Conventions, USe of evidence) as a writer's checklist across all curricular areas. Students are expected to complete daily writing assignments using this checklist. We will also focus on increasing literacy through the use of school-wide literacy activities on selected PD days. The entire school will work on cross-curricular assignments that require students to read at least two pieces of informational text and produce a written, evidence-based, comparative analysis of the topic. Every teacher will be responsible for developing and implementing a set number of evidence-based writing lesson plans, utilizing a common grading rubric provided by the administration. These lessons will be discussed at content area planning meetings (scheduled every three weeks) and will require students to compare, contrast and analyze complex pieces of text. Finally, the school based LLT will also continue focusing on ensuring that direct instruction involving reading strategies such as QAR, Search and Destroy, chunking, Reading Counts (with incentives), Reading Plus and school-wide vocabulary-building strategies (Gator Glossary, interactive word walls and Word Attack skills practice) are provided to all students across the curriculum. Enrichment opportunities such as joining and participating in the Battle of the Books and Academic Games competitions are provided for students at the highest levels of achievement. During the summer, students are required to read a book from the Sunshine State

Readers' Book List and complete a project which is presented during the first few weeks of the school year.

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

Teachers have common planning and meet every three weeks by grade level and subject area to discuss instruction, with an emphasis on backwards design. Topics such as the team's writing initiative, data review and standards are routinely discussed, with an administrative staff member facilitating the discussion. Departments meet monthly to discuss these targets on a departmental level. PLT meetings are devoted to topics such as data review and instruction on effective teaching strategies with an emphasis on the Marzano principles.

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

Our leadership team recruits new personnel at local universities and district job fairs, as well as utilizing referrals from colleagues and district personnel. WLMS provides opportunities for local college students to fulfill their college pre-service teaching requirements on our campus. Some of these students have returned as staff members after graduation. We retain our new teachers by providing an ample support system utilizing the ESP program and teacher orientation program (TOP). New teachers meet regularly with their departments in PLT meetings and content area meetings, as well as with members of the administration and the TOP supervising teacher for support and to review expectations and procedures. New teachers are provided opportunities and encouraged to observe their peers at WLMS and other schools in the District.

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

The ESP program is utilized for those new staff members who are new to the education field or who do not meet the criteria to be exempted. The ESP contact carefully chooses a mentor and a buddy to work with these individuals and provide the necessary support to ensure his/her success in completing the ESP program requirements. New teachers attend regularly scheduled meetings (TOP) to discuss school procedures and best practices. The TOP teacher and ESP administrator also keep regular after-school office hours for consultation. Various staff members are guest speakers at TOP meetings. Collegiality and support are provided in department PLT and content area meetings, as well as during Professional Development Day meetings.

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

Each administrator is assigned to work with specific subject areas throughout the year. These administrators attend the assigned subject area PLT meetings and facilitate the regular Grade Level, Content Area meetings during which the implementation of the Florida Standards is discussed. Teachers are required to keep a copy of the Florida Standards, along with the current week's lesson plan, in their instructional pocket folder which is located at the entry door to each classroom. During

walkthroughs and observations, administrators routinely review the contents of the pocket folders and make sure that instruction is aligned to the standards. The Department Chairpersons alternate planbook review with the subject area administrator, during which teachers' plans are reviewed for inclusion and use of the Florida Standards. Teachers routinely use Learning Village to collegially plan instruction that aligns with the Florida Standards.

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

Teachers maintain a Data Notebook. At the first PDD meeting of the year, teachers review their previous year's goals and their students' final FCAT results to determine the efficacy of their instruction. They use this information to set goals for the current year. During the next and subsequent PDD meetings, teachers utilize the most recent FCAT data to identify students in their classes who need remediation. Throughout the year, diagnostic test results are analyzed and teachers use this data to create secondary benchmarks. Teachers use this information to drive instruction, to provide students with small group instruction and to make recommendations for extra assistance such as After-School homework help, tutorial sessions during the school day and after school, intensive class placement etc. Parents are contacted by teachers and administration when students need to attend classes outside of the instructional day or require a schedule change to accommodate remedial activities .

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: Extended School Day

Minutes added to school year: 29,100

Our Before/After School Program offers homework help, Reading Plus assistance, and FCAT tutorial programs in reading, math and writing. Enrichment activities offered are Minecraft Club, Robotics Club, Newspaper Club, Academic Games, Debate Club, Battle of the Books and Drama Club.

Strategy Rationale

Struggling students need time and attention paid to their specific areas of weakness beyond the school day. When students put forth additional effort after school, they make a personal commitment to improving. Students at the highest levels of performance require challenges and opportunities for advancement in addition to achieving mastery of their grade level requirements.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Prater, Gay, gay.prater@palmbeachschools.org

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

For the tutorial programs, there is a pre-test administered to help teachers to individualize the program based on each student's needs. At the end, a post-test is administered to determine student growth over the tutorial window. For the other activities and instructional initiatives, student data is used to determine effectiveness.

Student Transition and Readiness

PreK-12 Transition

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

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

In August, new students are invited to attend a full-day orientation during which they engage in activities that introduce them to the layout of the campus and to WLMS academic and behavioral expectations. While the students follow a rotating schedule showcasing nine different activities, the administrative staff addresses their parents. In the Spring, the sixth grade counselor goes to the elementary feeder schools and meets with the staff. Fifth graders are bused to WLMS to attend assemblies that introduce them to the opportunities offered through our Fine Arts Program. In late Spring, new parents and students are invited to attend an evening orientation where they circulate among a variety of booths manned by staff members and students who answer questions and provide informational pamphlets. Also in the Spring, the eighth grade counselor meets with staff members from local magnet and feeder high schools and schedules opportunities for them to come to WLMS to share information with WLMS students and answer questions about their programs.

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

Students participate in assemblies during the Spring where the counselors review the course selections for the upcoming year. Students are able to make appointments with their grade level guidance counselor to assist with course selections. Guidance counselors teach career planning through social studies classes. Feeder high schools and magnet schools are invited to visit WLMS to present information about available programs and opportunities at the high school level.

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

Students have the option to apply for our Pre-Business/Pre-Information Technology Academy which offers training in keyboarding, computer applications, and computing for college and/or career readiness. This program culminates in a career technical exam and industry certification. An online component model is under development.

We offer middle school accelerated science for our 7th graders as well as Earth/Space Science, Algebra 1, Algebra 1 Honors, Geometry Honors, Computing for College and/or Career Readiness and Spanish I and II as high school credit courses.

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

Because the new standardized tests require students to use the computer to answer essay and short answer questions, WLMS is offering a keyboarding elective. Students also are introduced to software such as the Powerpoint Presentation program which can be utilized in project development across the curriculum.

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

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.** Provide focused professional development through PD activities, PLT's, and grade level meetings to ensure all teachers are planning and implementing rigorous instruction, evaluating their pedagogical strengths and weaknesses based on multiple sources of data with administrative feedback.
- G2.** Design a system for teachers to use data to identify student areas of need to develop interventions and small group lessons and implement a system for teachers to use on-going item analysis on formative and formal assessments to assess strengths, weaknesses, and complexity levels of questions.
- G3.** WLMS will increase proficiency and learning gains school-wide by 2% in reading, math, and writing.
- G4.** WLMS will increase opportunities for science, technology, engineering, and mathematics enrichment for our students.

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. Provide focused professional development through PD activities, PLT's, and grade level meetings to ensure all teachers are planning and implementing rigorous instruction, evaluating their pedagogical strengths and weaknesses based on multiple sources of data with administrative feedback. 1a

G043399

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	94.0

Resources Available to Support the Goal 2

- Teachers will meet with their peers and subject area administrator on a regular basis (monthly subject area PLT meetings/Grade Level Content Area meetings) to plan rigorous instruction.
- Administrators will conduct Walkthroughs, Formal and Informal Evaluations utilizing Marzano as a staff development tool and provide teachers with constructive feedback.
- At their monthly grade level meetings, representatives from each department will report on their progress toward meeting their goal to challenge students through rigorous instruction and how they are supporting reading, writing, and math in their content area.
- The Staff Development Team will provide teachers with training during Professional Development Day meetings during which teachers will explore new methods, utilize data to plan instruction and examine their pedagogical strengths and weaknesses.
- WLMS will utilize District personnel and other resources such as Reading Plus support persons to provide on-campus training and support for the staff.
- The Language Arts Department is using the new HMH textbook which was published to support the Florida Standards.

Targeted Barriers to Achieving the Goal 3

- Time management is always a challenge. The staff must utilize their time on campus to make plans and prepare materials for instruction; communicate with parents at meetings, on the phone and via E-mail; assist students who need extra help; maintain up-to-date records on Gradequick and Edline; and attend meetings. Priorities have to be set and constantly updated.
- Each year, WLMS welcomes students from a variety of feeder schools, other counties, states and foreign countries. Teachers must provide these students with the support they need to be successful when challenged by rigorous instruction.

Plan to Monitor Progress Toward G1. 8

Administrative personnel will review data binders, schedule data chats with teachers, observe and assist teachers during Professional Learning meetings, evaluate staff utilizing Marzano protocols and review lesson plans.

Person Responsible

Blake Bennett

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Data Binders, Data Chats, Marzano Observations, Lesson Plans

G2. Design a system for teachers to use data to identify student areas of need to develop interventions and small group lessons and implement a system for teachers to use on-going item analysis on formative and formal assessments to assess strengths, weaknesses, and complexity levels of questions. 1a

G042115

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	94.0
Middle School Participation in EOC and Industry Certifications	71.0

Resources Available to Support the Goal 2

- During Professional Development Day meetings, Content Area/Grade Level planning meetings and Professional Learning Team meetings, teachers and staff members will collaboratively train the instructional staff in the utilization of data to identify students in need of interventions and in the use of specific high-yield strategies for small group lessons.
- WLMS will use grant money to fund tutorial instruction for students whom teachers identify by utilization of data as needing additional instruction.
- Teachers and staff will begin utilizing a new data management tool, Performance Matters. They will be trained in developing Florida Standards-based tests and in utilization of filters to sort the data.
- Teachers will utilize their data binders to track student progress. Evidence will include samples of student work, as well as student-developed tracking information. Teachers will meet with their grade level peers and their subject area administrator approximately every three weeks for the purpose of using backwards design to create assessments, monitor item analysis and complexity level of questions. The teachers will discuss the results of formal and formative assessments and will use this information to plan interventions for students who are struggling with complex text.

Targeted Barriers to Achieving the Goal 3

- Small group, targeted instruction is more difficult to plan and implement than whole group instruction.
- Due to the diversity of the student body, teachers spend more instructional time in DQ2, helping students interact with new knowledge, and in DQ3, helping students practice and deepen knowledge because of the diversity of their students.
- Some students lack motivation and do not take tracking their performance seriously.

Plan to Monitor Progress Toward G2. 8

Selected members of the administration will meet with teachers on a regular basis: Professional Development Day meetings, Content Area/Grade Level Planning meetings (every three weeks), Professional Learning Team meetings (monthly) and Grade Level meetings (monthly) for the purpose of identifying students who need additional assistance to be successful and for developing small group instruction and other strategies to meet their individual needs. Teachers will meet with their subject area administrators and grade level peers every three weeks for the purpose of content area planning. Monitoring evidence will be maintained in Data Binders and discussed during these planning meetings.

Person Responsible

Blake Bennett

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Administrators will maintain binders with meeting notes and signatures of those in attendance. Teachers will complete and submit reports on baseline goal setting and student data analysis in which they have calculated gains and listed the names of students who need assistance. All of the tracking information is maintained and updated throughout the year by the teachers and monitored by administration. Teachers will submit names of students to administration who need to attend tutoring sessions outside of the school day. These sessions are monitored by the administration of pre and post tests to show gains.

Plan to Monitor Progress Toward G2. 8

Subject area administrators will meet with teachers at specific times during the year for data chats, during which the contents of the Data Binder will be reviewed. Teachers will develop and maintain secondary benchmark calendars. The inclusion of these objectives along with the Florida Standards will be reviewed a minimum of two times each semester when the department chairperson and the subject area administrator conduct planbook reviews. Evidence of plans for remediation will be maintained in teachers' planbooks and administrative staff will look for levels of complexity as well as remediation during formal (Marzano) and informal observations.

Person Responsible

Schedule

Quarterly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Results of formal and formative assessments will be analyzed and tracked. Marzano observation results will be reviewed. The Diamond Reports (or other relevant data) will be used to assess the breakdown of standards.

G3. WLMS will increase proficiency and learning gains school-wide by 2% in reading, math, and writing.

1a

G038517

Targets Supported 1b

Indicator	Annual Target
Math Gains	86.0
ELA/Reading Gains	83.0
Middle School Participation in EOC and Industry Certifications	71.0

Resources Available to Support the Goal 2

- At WLMS, our resources for reading, writing, and math include but are not limited to: classroom textbooks, Wilson Reading Program, Read 180, Reading Plus, Reading Advantage, I-Ready, NY Times Upfront, Scholastic Scope, DBQ's, FOCUS writer's checklist, Algebra Nation, Intensive Math, Touch Math, response boards, clickers, interwrite pads, professional development for Florida Standards, Professional Learning Team meetings, subject area common planning and Grade Level Content Area meetings, grade level meetings, individual student portfolios, individual student data chats, and tutorial assistance outside school hours.

Targeted Barriers to Achieving the Goal 3

- Differentiation of reading instruction based upon student individual needs.
- Many students in the lowest 25% for reading will not have the time needed during the school day to remediate and support their individual reading weaknesses.
- Many students in the lowest 25% for math may need additional support and practice than what is offered during the school day and are in a double block class for intensive reading, eliminating a class period for additional math support.
- Some of our students may not be prepared with the skills for organization, citing text evidence, using mechanical and conventional processes, and/or vocabulary to show proficiency on the LAFS writing assessment.

Plan to Monitor Progress Toward G3. 8

Reports and data will be disaggregated to look for improvements.

Person Responsible

Blake Bennett

Schedule

Annually, from 8/12/2014 to 6/5/2015

Evidence of Completion

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

G4. WLMS will increase opportunities for science, technology, engineering, and mathematics enrichment for our students. **1a**

G038519

Targets Supported **1b**

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	71.0

Resources Available to Support the Goal **2**

- Accelerated math and Spanish, Computing for College and/or Career Readiness, Robotics Club, Minecraft Club, computer classes, science fair, Newspaper Club, I-QWEST, Earth/Space Science course, accelerated science for 7th grade, FCAT Explorer, clickers, etc.

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G4. **8**

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

Person Responsible

Blake Bennett

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Progress on diagnostics and benchmark assessments.

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. Provide focused professional development through PD activities, PLT's, and grade level meetings to ensure all teachers are planning and implementing rigorous instruction, evaluating their pedagogical strengths and weaknesses based on multiple sources of data with administrative feedback. **1**

 G043399

G1.B1 Time management is always a challenge. The staff must utilize their time on campus to make plans and prepare materials for instruction; communicate with parents at meetings, on the phone and via E-mail; assist students who need extra help; maintain up-to-date records on Gradequick and Edline; and attend meetings. Priorities have to be set and constantly updated. **2**

 B106350

G1.B1.S1 At the beginning of the year, teachers receive a calendar listing the dates and times for the meetings. Attention is given to scheduling so that meetings can be staggered, allowing teachers time in between to perform other duties. **4**

 S119810

Strategy Rationale

The instructional staff meets on a regular basis and sets priorities based on needs.

Action Step 1 **5**

Members of the administration will collaborate to develop a time-task calendar.

Person Responsible

Blake Bennett

Schedule

Semiannually, from 8/12/2014 to 6/5/2015

Evidence of Completion

Administrative staff notebooks, teacher sign-ins at meetings, and time-task calendars

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

Administrative staff will collaborate with the Staff Development Team to decide on appropriate strategies, which will then be communicated to the instructional staff during meetings.

Person Responsible

Blake Bennett

Schedule

Semiannually, from 8/12/2014 to 6/5/2015

Evidence of Completion

Administrative staff will turn in notebooks documenting meeting topics, summaries and attendance at the end of each semester.

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

Use the Marzano evaluation system to monitor the percentage of teachers who are scoring effective or highly effective in Domains 2 (Planning), Domain 3 (Professional Growth) and Domain 4 (Collegiality).

Person Responsible

Blake Bennett

Schedule

Semiannually, from 8/12/2014 to 6/5/2015


Evidence of Completion

Administrative staff notebooks and Marzano evaluation reports will be reviewed for compliance.

G1.B3 Each year, WLMS welcomes students from a variety of feeder schools, other counties, states and foreign countries. Teachers must provide these students with the support they need to be successful when challenged by rigorous instruction. **2**

 B106352

G1.B3.S1 WLMS is a school that practices Single School Culture. From the first day of school, students are taught behavioral expectations through a variety of lessons that are implemented in every classroom. The students are also exposed to school-wide literacy lessons at intervals throughout the year. **4**

 S119820

Strategy Rationale

Having school-wide behavioral and academic expectations enables the students to conform which, in turn, leads to success in this environment.

Action Step 1 **5**

Teachers will work together within their subject area and grade level teams to develop lessons that meet the instructional needs of the students and help them to master rigorous tasks.

Person Responsible

Blake Bennett

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

G2. Design a system for teachers to use data to identify student areas of need to develop interventions and small group lessons and implement a system for teachers to use on-going item analysis on formative and formal assessments to assess strengths, weaknesses, and complexity levels of questions. 1

G042115

G2.B1 Small group, targeted instruction is more difficult to plan and implement than whole group instruction. 2

B102593

G2.B1.S1 Teachers will be trained in the identification of students who need remediation and in strategies that result in student achievement. 4

S120068

Strategy Rationale

If teachers are exposed to a number of effective strategies, they will be able to select those that are most effective in their classrooms.

Action Step 1 5

During Professional Development Days, time will be set aside for the analysis of data. During these meetings, administrative staff members and Professional Development Team members will circulate and assist the instructional staff to analyze their data. This information will be taken into subject area content meetings where it will be used to plan instruction.

Person Responsible

Blake Bennett

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Evidence will be stored in the teachers' Data Binders.

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

Teachers will utilize a variety of data to gather information about their students. They will store evidence of this process in their data binders.

Person Responsible

Blake Bennett

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Teachers' data binders with evidence of utilization of the strategy will be reviewed semi-annually by administrative staff.

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

Administrative staff will utilize the Marzano Evaluation model, tutorial data and standardized test results to evaluate the effectiveness of this strategy.

Person Responsible

Blake Bennett


Schedule

Annually, from 8/12/2014 to 6/5/2015


Evidence of Completion

Analysis of Marzano end-of-year teacher evaluation data, tutorial data, and standardized test results will show that the strategy was effective.

G2.B5 Due to the diversity of the student body, teachers spend more instructional time in DQ2, helping students interact with new knowledge, and in DQ3, helping students practice and deepen knowledge because of the diversity of their students. 2

 B109164

G2.B5.S1 Teachers will collaborate to develop plans that culminate in rigorous goal attainment on the Marzano model of DQ4 (equivalent of DOK/Webb's Level4), Helping Students to Generate and Test Hypotheses. 4

 S120678

Strategy Rationale

Backwards design enables teachers to set a Level 4 goal and then formulate the steps to reach that highest level of instruction.

Action Step 1 5

Teachers will utilize the "meat" of the Marzano map to develop activities that culminate in the attainment of rigorous goals.

Person Responsible

Blake Bennett

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Administrative staff members will facilitate meetings during which teachers develop rigorous goals and use the Marzano Evaluation model to monitor the effectiveness of instruction.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Teachers will meet with their subject area administrators every three weeks to discuss instructional goals and procedures. The grade level teams will develop lessons that culminate in students' participation in Level 3 and Level 4 activities on the DOK scale (Depth of Knowledge) and which result in a gradual release from teacher-centered activities to student-centered activities. Students will demonstrate their mastery of rigorous instructional goals by demonstrating their ability to design, create, analyze, synthesize and form hypotheses.

Person Responsible

Blake Bennett

Schedule

Monthly, from 8/12/2014 to 8/12/2014

Evidence of Completion

Teachers will maintain planbooks in which they describe lesson development through Level 4. They will keep samples of student evidence in their data notebooks and track student progress.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Teachers will maintain planbooks in which they describe lesson development through Levels 3 and 4 and track students' achievement of Levels 3 and 4 goals. They will keep samples of student evidence in their data notebooks.

Person Responsible

Blake Bennett


Schedule

Quarterly, from 8/12/2014 to 6/5/2015


Evidence of Completion

Teachers will flag instructional activities in their planbooks that culminate in Levels 3 and 4 activities and will submit their plans for review quarterly. They will maintain data notebooks with samples of student work and tracking information which will be reviewed by administrative staff semi-annually.

G2.B6 Some students lack motivation and do not take tracking their performance seriously. 2

 B109165

G2.B6.S1 Teachers will plan collaboratively to develop activities which are engaging and motivate students to take responsibility for their learning. 4

 S120686

Strategy Rationale

When students are interested in their lessons, they are motivated to perform to the best of their ability.

Action Step 1 5

Teachers will create assessments through backwards design, monitor item analysis, and complexity level of question.

Person Responsible

Blake Bennett

Schedule

On 6/12/2015

Evidence of Completion

Teachers will maintain data notebooks containing student evidence and set performance goals for each of their classes. Administrators will keep a record of meetings in their Content Area, PLT and Grade Level Team notebooks.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Subject area administrators will meet with their content area teams and professional learning teams monthly to review data from various sources and utilize the results for planning.

Person Responsible

Blake Bennett

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Teachers will maintain a data notebook with samples of student tracking and other test data, such as formative and formative assessments. The contents of the data notebook will be reviewed semi-annually during content area meetings.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Teachers will use assessment results to identify students who need remediation and small group instruction.

Person Responsible

Blake Bennett

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Teachers will track students' scores on diagnostic tests, as well as classroom assessments and utilize this information to form small groups for in-class instruction and tutoring groups that meet before/after school hours.


G3. WLMS will increase proficiency and learning gains school-wide by 2% in reading, math, and writing. 1

 G038517

G3.B1 Differentiation of reading instruction based upon student individual needs. 2

 B092488

G3.B1.S1 School-wide implementation of the Reading Plus program through language arts classes. Enrichment opportunities provided for students who reach mastery. Incentives provided for all students to reach mastery. 4

 S103392

Strategy Rationale

Action Step 1 5

Students will use Reading Plus, a technology-based reading program that is individualized based on student needs.

Person Responsible

Mary Baldwin

Schedule

On 6/5/2015

Evidence of Completion

Data from program reports

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

Reading plus reports will be reviewed regularly.

Person Responsible

Mary Baldwin

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Reading Plus reports/ Diagnostic data/ FCAT data

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

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

Person Responsible

Mary Baldwin


Schedule

Quarterly, from 9/15/2014 to 5/5/2015

Evidence of Completion

Reading plus reports/grade reports

G3.B1.S2 Teachers and students will maintain student portfolios for monitoring progress and mastery of standards. 4

 S103393

Strategy Rationale

Action Step 1 5

Individual portfolios for classrooms

Person Responsible

Gay Prater

Schedule

Annually, from 8/12/2014 to 6/5/2015

Evidence of Completion

Portfolio boxes in classrooms

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

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

Person Responsible

Gay Prater

Schedule

Annually, from 8/12/2014 to 6/5/2015

Evidence of Completion

Student portfolios

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Individual student progress throughout the school year.

Person Responsible

Gay Prater


Schedule

Semiannually, from 8/5/2014 to 6/5/2015

Evidence of Completion

Data chats, student portfolio data

G3.B1.S3 School-wide Implementation of Word Attack for vocabulary through Language Arts classes. School-wide daily implementation of the "Gator Glossary" word of the day for vocabulary enrichment. 4

 S103394

Strategy Rationale

Action Step 1 5

Vocabulary lessons infused in HMH curriculum and embedded in close reading

Person Responsible

Gay Prater

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Word walls, Gator Glossary, students' grades, teacher observation

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Student success with vocabulary understanding and usage.

Person Responsible

Gay Prater

Schedule

Quarterly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Word Attack lessons, school wide "Gator Glossary" daily lessons, student performance on diagnostic tests and other assessments - formal and informal.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Diagnostic and FCAT data, teacher scores

Person Responsible

Gay Prater


Schedule

Quarterly, from 8/12/2014 to 6/5/2015


Evidence of Completion

Disaggregated data by teachers

G3.B2 Many students in the lowest 25% for reading will not have the time needed during the school day to remediate and support their individual reading weaknesses. 2

 B092489

G3.B2.S1 Students will read and complete a project on at least one book. Students will be offered extra credit through language arts teachers for passing Reading Counts quizzes. 4

 S103395

Strategy Rationale

Action Step 1 5

All students will choose a book from the Sunshine State book list and complete a book report project. Students will be offered extra credit during Language Arts classes for successfully completing Reading Counts quizzes.

Person Responsible

Gay Prater

Schedule

Quarterly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Teacher rubrics and grades

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Grades provided using a rubric

Person Responsible

Gay Prater

Schedule

On 6/5/2015

Evidence of Completion

Rubrics, teacher gradebooks

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student completion and passing rate

Person Responsible

Gay Prater


Schedule

Quarterly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Teachers' gradebooks

G3.B2.S2 Targeted intervention through tutorial programs. 4

 S103396

Strategy Rationale

Action Step 1 5

Reading tutorial programs will be offered before/after school, weekends, and for pull-outs. Teachers will analyze Reading Plus pre and post assessment results, as well as diagnostic data as it becomes available.

Person Responsible

Gay Prater

Schedule

Weekly, from 11/3/2014 to 4/10/2015

Evidence of Completion

Lesson plans, pre/post test data

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Student achievement will be monitored.

Person Responsible

Gay Prater

Schedule

Annually, from 11/3/2014 to 4/10/2015

Evidence of Completion

Post test data, FSA assessment data

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Student progress data

Person Responsible

Gay Prater


Schedule

Annually, from 11/3/2014 to 4/10/2015


Evidence of Completion

FSA assessment data

G3.B3 Many students in the lowest 25% for math may need additional support and practice than what is offered during the school day and are in a double block class for intensive reading, eliminating a class period for additional math support. 2

 B092490

G3.B3.S1 Targeted intervention through tutorial programs. 4

 S103397

Strategy Rationale

Action Step 1 5

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

Person Responsible

Gay Prater

Schedule

Weekly, from 11/3/2014 to 4/10/2015

Evidence of Completion

lesson plans, pre/post test data

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Student achievement will be monitored as diagnostic data is analyzed.

Person Responsible

Blake Bennett

Schedule

Annually, from 11/3/2014 to 4/10/2015

Evidence of Completion

pre/post test data, FCAT data

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

student progress data

Person Responsible

Blake Bennett

Schedule

Annually, from 11/10/2014 to 4/10/2015

Evidence of Completion

FSA assessment data

G3.B4 Some of our students may not be prepared with the skills for organization, citing text evidence, using mechanical and conventional processes, and/or vocabulary to show proficiency on the LAFS writing assessment. 2

B092491

G3.B4.S1 Writing workshops will be held during school hours and outside of the regular school day. 4

S103398

Strategy Rationale

Action Step 1 5

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

Person Responsible

Gay Prater

Schedule

Quarterly, from 9/11/2014 to 4/10/2015

Evidence of Completion

lesson plans, written response data, Palm Beach Performance Assessment data

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Student progress in written expression and evidence-based writing will be monitored.

Person Responsible

Gay Prater

Schedule

Quarterly, from 9/10/2014 to 6/5/2015

Evidence of Completion

student writing assignments, PBPA data

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Student progress with written expression

Person Responsible

Gay Prater

Schedule

Annually, from 9/10/2014 to 6/5/2015


Evidence of Completion

LAFS scores


G4. WLMS will increase opportunities for science, technology, engineering, and mathematics enrichment for our students. 1

 G038519

G4.B1 Students achieving above level proficiency may be provided limited opportunities for critical thinking skills related to the mathematical/scientific processes. 2

 B092494

G4.B1.S1 After school clubs and courses during the school day will be offered to enrich our students in the areas of science, technology, engineering, and mathematics. 4

 S103402

Strategy Rationale

Action Step 1 5

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

Person Responsible

Blake Bennett

Schedule

On 6/5/2015

Evidence of Completion

master schedule, after school rosters

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Students will participate in STEM enrichment activities.

Person Responsible

Blake Bennett

Schedule

Semiannually, from 8/12/2014 to 6/5/2015

Evidence of Completion

lesson plan book and attendance rosters

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Students will increase understanding of STEM concepts.

Person Responsible

Blake Bennett

Schedule

Annually, from 8/12/2014 to 6/5/2015

Evidence of Completion

CTE, FCAT Science, EOC

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	Students will use Reading Plus, a technology-based reading program that is individualized based on student needs.	Baldwin, Mary	9/15/2014	Data from program reports	6/5/2015 one-time
G3.B1.S2.A1	Individual portfolios for classrooms	Prater, Gay	8/12/2014	Portfolio boxes in classrooms	6/5/2015 annually
G3.B1.S3.A1	Vocabulary lessons infused in HMH curriculum and embedded in close reading	Prater, Gay	8/12/2014	Word walls, Gator Glossary, students' grades, teacher observation	6/5/2015 daily
G3.B2.S1.A1	All students will choose a book from the Sunshine State book list and complete a book report project. Students will be offered extra credit during Language Arts classes for successfully completing Reading Counts quizzes.	Prater, Gay	9/11/2014	Teacher rubrics and grades	6/5/2015 quarterly
G3.B2.S2.A1	Reading tutorial programs will be offered before/after school, weekends,	Prater, Gay	11/3/2014	Lesson plans, pre/post test data	4/10/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and for pull-outs. Teachers will analyze Reading Plus pre and post assessment results, as well as diagnostic data as it becomes available.				
G3.B3.S1.A1	Math tutorial programs will be offered before/after school, weekends, and pull-outs.	Prater, Gay	11/3/2014	lesson plans, pre/post test data	4/10/2015 weekly
G3.B4.S1.A1	Writing tutorial workshops will be offered before/after school, on weekends, for pull-outs, during language arts classes, and on specified PD days.	Prater, Gay	9/11/2014	lesson plans, written response data, Palm Beach Performance Assessment data	4/10/2015 quarterly
G4.B1.S1.A1	Clubs (such as Robotics, Minecraft and newspaper) and high school math, science, and technology courses will be offered.	Bennett, Blake	8/12/2014	master schedule, after school rosters	6/5/2015 one-time
G1.B3.S1.A1	Teachers will work together within their subject area and grade level teams to develop lessons that meet the instructional needs of the students and help them to master rigorous tasks.	Bennett, Blake	8/12/2014		6/5/2015 monthly
G1.B1.S1.A1	Members of the administration will collaborate to develop a time-task calendar.	Bennett, Blake	8/12/2014	Administrative staff notebooks, teacher sign-ins at meetings, and time-task calendars	6/5/2015 semiannually
G2.B1.S1.A1	During Professional Development Days, time will be set aside for the analysis of data. During these meetings, administrative staff members and Professional Development Team members will circulate and assist the instructional staff to analyze their data. This information will be taken into subject area content meetings where it will be used to plan instruction.	Bennett, Blake	8/12/2014	Evidence will be stored in the teachers' Data Binders.	6/5/2015 monthly
G2.B5.S1.A1	Teachers will utilize the "meat" of the Marzano map to develop activities that culminate in the attainment of rigorous goals.	Bennett, Blake	8/12/2014	Administrative staff members will facilitate meetings during which teachers develop rigorous goals and use the Marzano Evaluation model to monitor the effectiveness of instruction.	6/5/2015 monthly
G2.B6.S1.A1	Teachers will create assessments through backwards design, monitor item analysis, and complexity level of question.	Bennett, Blake	8/12/2014	Teachers will maintain data notebooks containing student evidence and set performance goals for each of their classes. Administrators will keep a record of meetings in their Content Area, PLT and Grade Level Team notebooks.	6/12/2015 one-time
G1.MA1	Administrative personnel will review data binders, schedule data chats with teachers, observe and assist teachers during Professional Learning meetings, evaluate staff utilizing Marzano protocols and review lesson plans.	Bennett, Blake	8/12/2014	Data Binders, Data Chats, Marzano Observations, Lesson Plans	6/5/2015 monthly
G1.B1.S1.MA1	Use the Marzano evaluation system to monitor the percentage of teachers who are scoring effective or highly effective in Domains 2 (Planning), Domain 3 (Professional Growth) and Domain 4 (Collegiality).	Bennett, Blake	8/12/2014	Administrative staff notebooks and Marzano evaluation reports will be reviewed for compliance.	6/5/2015 semiannually
G1.B1.S1.MA1	Administrative staff will collaborate with the Staff Development Team to decide on appropriate strategies, which will then be communicated to the instructional staff during meetings.	Bennett, Blake	8/12/2014	Administrative staff will turn in notebooks documenting meeting topics, summaries and attendance at the end of each semester.	6/5/2015 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Selected members of the administration will meet with teachers on a regular basis: Professional Development Day meetings, Content Area/Grade Level Planning meetings (every three weeks), Professional Learning Team meetings (monthly) and Grade Level meetings (monthly) for the purpose of identifying students who need additional assistance to be successful and for developing small group instruction and other strategies to meet their individual needs. Teachers will meet with their subject area administrators and grade level peers every three weeks for the purpose of content area planning. Monitoring evidence will be maintained in Data Binders and discussed during these planning meetings.	Bennett, Blake	8/12/2014	Administrators will maintain binders with meeting notes and signatures of those in attendance. Teachers will complete and submit reports on baseline goal setting and student data analysis in which they have calculated gains and listed the names of students who need assistance. All of the tracking information is maintained and updated throughout the year by the teachers and monitored by administration. Teachers will submit names of students to administration who need to attend tutoring sessions outside of the school day. These sessions are monitored by the administration of pre and post tests to show gains.	6/5/2015 monthly
G2.MA2	Subject area administrators will meet with teachers at specific times during the year for data chats, during which the contents of the Data Binder will be reviewed. Teachers will develop and maintain secondary benchmark calendars. The inclusion of these objectives along with the Florida Standards will be reviewed a minimum of two times each semester when the department chairperson and the subject area administrator conduct planbook reviews. Evidence of plans for remediation will be maintained in teachers' planbooks and administrative staff will look for levels of complexity as well as remediation during formal (Marzano) and informal observations.		8/12/2014	Results of formal and formative assessments will be analyzed and tracked. Marzano observation results will be reviewed. The Diamond Reports (or other relevant data) will be used to assess the breakdown of standards.	6/5/2015 quarterly
G2.B1.S1.MA1	Administrative staff will utilize the Marzano Evaluation model, tutorial data and standardized test results to evaluate the effectiveness of this strategy.	Bennett, Blake	8/12/2014	Analysis of Marzano end-of-year teacher evaluation data, tutorial data, and standardized test results will show that the strategy was effective.	6/5/2015 annually
G2.B1.S1.MA1	Teachers will utilize a variety of data to gather information about their students. They will store evidence of this process in their data binders.	Bennett, Blake	8/12/2014	Teachers' data binders with evidence of utilization of the strategy will be reviewed semi-annually by administrative staff.	6/5/2015 monthly
G2.B5.S1.MA1	Teachers will maintain planbooks in which they describe lesson development through Levels 3 and 4 and track students' achievement of Levels 3 and 4 goals. They will keep samples of student evidence in their data notebooks.	Bennett, Blake	8/12/2014	Teachers will flag instructional activities in their planbooks that culminate in Levels 3 and 4 activities and will submit their plans for review quarterly. They will maintain data notebooks with samples of student work and tracking information which will be reviewed by administrative staff semi-annually.	6/5/2015 quarterly
G2.B5.S1.MA1	Teachers will meet with their subject area administrators every three weeks to discuss instructional goals and procedures. The grade level teams will develop lessons that culminate in students' participation in Level 3 and Level 4 activities on the DOK scale (Depth of Knowledge) and which result in a gradual release from teacher-centered activities to student-centered activities. Students will demonstrate	Bennett, Blake	8/12/2014	Teachers will maintain planbooks in which they describe lesson development through Level 4. They will keep samples of student evidence in their data notebooks and track student progress.	8/12/2014 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	their mastery of rigorous instructional goals by demonstrating their ability to design, create, analyze, synthesize and form hypotheses.				
G2.B6.S1.MA1	Teachers will use assessment results to identify students who need remediation and small group instruction.	Bennett, Blake	8/12/2014	Teachers will track students' scores on diagnostic tests, as well as classroom assessments and utilize this information to form small groups for in-class instruction and tutoring groups that meet before/after school hours.	6/5/2015 monthly
G2.B6.S1.MA1	Subject area administrators will meet with their content area teams and professional learning teams monthly to review data from various sources and utilize the results for planning.	Bennett, Blake	8/12/2014	Teachers will maintain a data notebook with samples of student tracking and other test data, such as formative and formative assessments. The contents of the data notebook will be reviewed semi-annually during content area meetings.	6/5/2015 monthly
G3.MA1	Reports and data will be disaggregated to look for improvements.	Bennett, Blake	8/12/2014	Growth and proficiency percentage of students on diagnostics and benchmark assessments.	6/5/2015 annually
G3.B1.S1.MA1	Teachers will collect data on task completion and mastery of skills.	Baldwin, Mary	9/15/2014	Reading plus reports/grade reports	5/5/2015 quarterly
G3.B1.S1.MA1	Reading plus reports will be reviewed regularly.	Baldwin, Mary	9/15/2014	Reading Plus reports/ Diagnostic data/ FCAT data	6/5/2015 quarterly
G3.B2.S1.MA1	Student completion and passing rate	Prater, Gay	8/12/2014	Teachers' gradebooks	6/5/2015 quarterly
G3.B2.S1.MA1	Grades provided using a rubric	Prater, Gay	8/12/2014	Rubrics, teacher gradebooks	6/5/2015 one-time
G3.B3.S1.MA1	student progress data	Bennett, Blake	11/10/2014	FSA assessment data	4/10/2015 annually
G3.B3.S1.MA1	Student achievement will be monitored as diagnostic data is analyzed.	Bennett, Blake	11/3/2014	pre/post test data, FCAT data	4/10/2015 annually
G3.B4.S1.MA1	Student progress with written expression	Prater, Gay	9/10/2014	LAFS scores	6/5/2015 annually
G3.B4.S1.MA1	Student progress in written expression and evidence-based writing will be monitored.	Prater, Gay	9/10/2014	student writing assignments, PBPA data	6/5/2015 quarterly
G3.B1.S2.MA1	Individual student progress throughout the school year.	Prater, Gay	8/5/2014	Data chats, student portfolio data	6/5/2015 semiannually
G3.B1.S2.MA1	Portfolios will be kept in class per student to determine mastery of skills and to monitor progress.	Prater, Gay	8/12/2014	Student portfolios	6/5/2015 annually
G3.B2.S2.MA1	Student progress data	Prater, Gay	11/3/2014	FSA assessment data	4/10/2015 annually
G3.B2.S2.MA1	Student achievement will be monitored.	Prater, Gay	11/3/2014	Post test data, FSA assessment data	4/10/2015 annually
G3.B1.S3.MA1	Diagnostic and FCAT data, teacher scores	Prater, Gay	8/12/2014	Disaggregated data by teachers	6/5/2015 quarterly
G3.B1.S3.MA1	Student success with vocabulary understanding and usage.	Prater, Gay	8/12/2014	Word Attack lessons, school wide "Gator Glossary" daily lessons, student performance on diagnostic tests and other assessments - formal and informal.	6/5/2015 quarterly
G4.MA1	Students will have opportunities to increase critical thinking skills through STEM initiatives	Bennett, Blake	8/12/2014	Progress on diagnostics and benchmark assessments.	6/5/2015 monthly
G4.B1.S1.MA1	Students will increase understanding of STEM concepts.	Bennett, Blake	8/12/2014	CTE, FCAT Science, EOC	6/5/2015 annually
G4.B1.S1.MA1	Students will participate in STEM enrichment activities.	Bennett, Blake	8/12/2014	lesson plan book and attendance rosters	6/5/2015 semiannually

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 Opportunities

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

G2. Design a system for teachers to use data to identify student areas of need to develop interventions and small group lessons and implement a system for teachers to use on-going item analysis on formative and formal assessments to assess strengths, weaknesses, and complexity levels of questions.

G2.B1 Small group, targeted instruction is more difficult to plan and implement than whole group instruction.

G2.B1.S1 Teachers will be trained in the identification of students who need remediation and in strategies that result in student achievement.

PD Opportunity 1

During Professional Development Days, time will be set aside for the analysis of data. During these meetings, administrative staff members and Professional Development Team members will circulate and assist the instructional staff to analyze their data. This information will be taken into subject area content meetings where it will be used to plan instruction.

Facilitator

Lois Weber and PD Team Members, Administrative Staff Members

Participants

Instructional Staff Members

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G2.B5 Due to the diversity of the student body, teachers spend more instructional time in DQ2, helping students interact with new knowledge, and in DQ3, helping students practice and deepen knowledge because of the diversity of their students.

G2.B5.S1 Teachers will collaborate to develop plans that culminate in rigorous goal attainment on the Marzano model of DQ4 (equivalent of DOK/Webb's Level4), Helping Students to Generate and Test Hypotheses.

PD Opportunity 1

Teachers will utilize the "meat" of the Marzano map to develop activities that culminate in the attainment of rigorous goals.

Facilitator

Mary Baldwin, Blake Bennett, Damian Milanak, Gay Prater

Participants

Instructional Staff

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G2.B6 Some students lack motivation and do not take tracking their performance seriously.

G2.B6.S1 Teachers will plan collaboratively to develop activities which are engaging and motivate students to take responsibility for their learning.

PD Opportunity 1

Teachers will create assessments through backwards design, monitor item analysis, and complexity level of question.

Facilitator

Subject Area Administrators

Participants

Instructional Staff Members

Schedule

On 6/12/2015

G3. WLMS will increase proficiency and learning gains school-wide by 2% in reading, math, and writing.

G3.B1 Differentiation of reading instruction based upon student individual needs.

G3.B1.S1 School-wide implementation of the Reading Plus program through language arts classes. Enrichment opportunities provided for students who reach mastery. Incentives provided for all students to reach mastery.

PD Opportunity 1

Students will use Reading Plus, a technology-based reading program that is individualized based on student needs.

Facilitator

Administrative team, Reading Plus consultant

Participants

Language Arts and Reading teachers

Schedule

On 6/5/2015

G3.B1.S2 Teachers and students will maintain student portfolios for monitoring progress and mastery of standards.

PD Opportunity 1

Individual portfolios for classrooms

Facilitator

Language Arts and Reading Department Chairpersons

Participants

Teachers

Schedule

Annually, from 8/12/2014 to 6/5/2015

G3.B2 Many students in the lowest 25% for reading will not have the time needed during the school day to remediate and support their individual reading weaknesses.

G3.B2.S1 Students will read and complete a project on at least one book. Students will be offered extra credit through language arts teachers for passing Reading Counts quizzes.

PD Opportunity 1

All students will choose a book from the Sunshine State book list and complete a book report project. Students will be offered extra credit during Language Arts classes for successfully completing Reading Counts quizzes.

Facilitator

Language Arts Dept. Head/Team Leader, Literacy Team members

Participants

Teachers

Schedule

Quarterly, from 9/11/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 3: WLMS will increase proficiency and learning gains school-wide by 2% in reading, math, and writing.	16,200
Grand Total	16,200

Goal 3: WLMS will increase proficiency and learning gains school-wide by 2% in reading, math, and writing.

Description	Source	Total
B2.S2.A1 - A+ - Teachers' Salaries	Other	6,000
B2.S2.A1 - Grants - Teachers' Salaries	Other	1,300
B3.S1.A1 - A+ - Teachers' Salaries	Other	6,000
B3.S1.A1 - Math Grant - Teachers' Salaries	Other	1,600
B3.S1.A1 - Village of Wellington Grant - Teachers' Salaries	Other	1,300
Total Goal 3		16,200