

Westwood Middle School



2014-15 School Improvement Plan

Westwood Middle School

3520 AVENUE J NW, Winter Haven, FL 33881

<http://schools.polk-fl.net/westwood>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

60%

Alternative/ESE Center

No

Charter School

No

Minority

71%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	D	C

School Board Approval

This plan is pending approval by the Polk 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
Priority	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Westwood Middle School, a community of diverse learners, is to ensure rigorous and relevant learning experiences resulting in high achievement for our students.

Provide the school's vision statement

The vision of Westwood Middle School is for all stakeholders to be committed to developing the whole child by providing a nurturing and safe environment that fosters a rigorous academic and technological curriculum that will prepare students to become productive citizens and future leaders. Beliefs:

1. A nurturing, safe, and orderly student-centered school environment promotes optimal achievement.
2. Students' learning is the shared responsibility of all stakeholders: the administration, the teachers, the parents, the student, and the community.
3. Students learn best when they are actively engaged in the learning process within the classroom and in extra-curricular activities.
4. Instruction that is student centered, taking into account students' diverse social, emotional and physical needs, increases student success.
5. Our stakeholders' commitment to continuous improvement and recognition of achievement is imperative to ensure that our students become confident, self-directed, lifelong learners.
6. A caring relationship between staff and students fosters mutual respect and an appreciation of the differences in one another.
7. A variety of assessment tools is essential to accurately evaluate student performance and create effective and meaningful instruction.

School Environment

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

The teacher student relationship is very important for children. Processes that have been fostered include reinforcing a teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will help to establish a positive relationship in the classroom; maintaining an environment that keeps the focus on the student and meeting them where they are and maintaining excellent communication between school and home.

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

Westwood Middle school has created a culture of safety and respect by being visible often and maintaining an open door policy which creates trust. Students are monitored in all areas of the campus before school, in the cafeteria, in the hallways, in the classroom and are available to report any undesirable behavior that might occur on campus. Administrators monitor hallways between classes and make visits to all classrooms throughout every class period.

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

Westwood Middle School has established a code system which allows teachers to buzz the office for an administrator while continuing their lesson. Administrators escort any disruptive student from the classroom and assess disciplinary consequences as needed according to the District Code of Conduct. Administrators met with each grade level to review behavioral expectations. Students also participated in a district-wide bully lesson and signed contracts which are available in the discipline office.

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

The social-emotional needs of students are met through counseling from the guidance counselors and other district staff as needed (i.e. school psychologist, etc...) Westwood Middle School is in the early stages of developing a mentoring program for girls to meet their social and emotional needs.

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

Early Warning Indicators for Westwood Middle School:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Students have been double blocked for reading and math instruction.

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	89	90	129	308
One or more suspensions	0	0	0	
Course failure in ELA or Math	4	7	5	16
Level 1 on statewide assessment	95	102	152	349

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	63	89	64	216

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

The school has convened meeting with guidance counselors, social workers and families to review the consequences of attendance and established plans to improve truancy.
The school has also created mentoring program to assist students with academic and non-academic issues.
The school has created a new discipline system to curtail inappropriate behaviors that should result in decreased suspensions.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/194523>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Westwood Middle School has been and will continue to a part of the Winter Haven Chamber of Commerce, we also sponsor community sports event on our campus. Our band participates with the local high schools during football games to create and sustain local community partnerships.

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, Todd	Principal
Downing, Meesha	Assistant Principal
Campbell, Russ	Assistant Principal
Wilder, Alissiea	Instructional Coach

Duties

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

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

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

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

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

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

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

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

MTSS Behavior Representatives (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

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

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

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

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

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

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

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

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

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

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

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

Title X- Homeless

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

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

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc. Westwood Middle School offers professional development and student awareness of

anti-bullying programs and participates in the Polk County Sherriff's Office SAVE program.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education: Students in our academies are scheduled in CTE courses and will receive certification. develop leadership skills and offer training in service learning. Westwood Middle School has 3 vocational teachers: Business computers, Industrial technology and agricultural technology.

Job Training

N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Todd Bennett	Principal
Carrie Howland	Teacher
Meesha Downing	Education Support Employee
Jodi Reeves	Parent
Jane Hill	Parent
Ruth Hernandez	Parent
	Student
Ruth Hernandez	Parent
Adriana Munoz	Parent
Anna Dundar	Parent
Chuck Langford	Business/Community
Nancy McDonald	Business/Community
Diana Acevedo	Business/Community
Alissiea Wilder	Education Support Employee
Ronei Wright	Education Support Employee

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 committee was surveyed and offered ideas about the SIP. The committee recognized that the school did not meet the goals of the SIP plan. They also feel that the changes that were made by the school administration for the 2014-15 school year.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

SAC Committee worked on and submitted the budget for the 2014-15 school year.

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

N/A

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, Todd	Principal
Downing, Meesha	Assistant Principal
Wilder, Alissiea	Instructional Coach
Campbell, Russ	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy team will incorporate school-wide literacy through the collaborative planning. This will include the unpacking of of ELA standards and best-practices that are both taught and modeled throughout the school and during PLC's.

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 at Westwood collaboratively plan by content and grade level through vertical and horizontal alignment weekly.

Reading - 2nd period, 8th period (first even day of week)

Language arts - 1st period (Thursday/Friday), 2nd period (Thursday/Friday)

Science - 6th period (First even day of week)

Social Studies - 7th period (First odd day of week)

Math - 3rd/5th period (First and second odd day of week)

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

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

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

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

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

Westwood Middle uses all core instructional programs are programs that have been adopted by the State of Florida and are standards based which ensures alignment.

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

Westwood Middle teachers are provided with data via IDEAS. The data lists previous and current State tests as well as progress monitoring data. Teachers use this data to modify instructional based on student ability level. Teachers will teach the same content, however lower level students will receive a different assignment to help them with proficiency, the work may be reduced also.

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: Summer Program

Minutes added to school year:

Students who have been identified as level 1 and low level 2 students have the opportunity to attend a six week summer enrichment program for reading and math.

Strategy Rationale

The rationale for the summer program is to help students become proficient in those areas and to get the students on grade level.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Downing, Meesha, meesha.downing@polk-fl.net

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

Standardized testing data and progress monitoring data will be collected and analyzed to determine the effectiveness of this strategy.

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

Westwood Middle School collaborates with feeder elementary and feeder high schools in the area to ensure that students are prepared when they enter and leave. Guidance counselors visit feeder elementary schools and we also provide incoming parents from elementary school a night to visit the school. During the incoming 6th grade parent night the information that is disseminated includes classroom expectations, academic requirements, elective offerings, etc.... For those 8th grade students who leave to go to the high school we ensure that they are prepared academically with the academic requirements needed.

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

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

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

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

N/A

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.** The leadership team will support and facilitate teachers in the planning and delivery of Standard-based instruction to increase student proficiency levels.

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. The leadership team will support and facilitate teachers in the planning and delivery of Standard-based instruction to increase student proficiency levels. 1a

G042252

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Reading - All Students	61.0
FCAT 2.0 Science Proficiency	30.0

Resources Available to Support the Goal 2

- Instructional coaches DA support Learning schedules Journey (reading program) Go math Pearson for algebra and geometry Achieve 3000 IMPROVE - progress monitoring (reading, math, science) FSA writing progress monitoring Common planning Mentoring programs PBS (positive behavior support) Principal weekly bulletin Teacher Playbook

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of standards and content limits.
- Teachers did not effectively plan collaboratively to ensure implementation of standards based instruction.
- Teachers did not deliver standards-based instruction effectively.

Plan to Monitor Progress Toward G1. 8

Classroom walk through, Lesson plan review, benchmark assessments, Data from FAIR and Improve testing utilizing progress monitoring through data chats with teachers and students.

Person Responsible

Todd Bennett

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data from Journeys, FAIR, IMPROVE, benchmark assessments, and classroom walkthroughs

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. The leadership team will support and facilitate teachers in the planning and delivery of Standard-based instruction to increase student proficiency levels. **1**

 G042252

G1.B1 Teachers lack knowledge of standards and content limits. **2**

 B102999

G1.B1.S1 Leadership will facilitate and support teachers in unpacking the standards during collaborative planning **4**

 S114125

Strategy Rationale

If teachers understand the levels (content limits) of the standard then they can plan lessons aligned to the intent of the standards.

Action Step 1 **5**

Principal will set clear expectations and roles for collaborative planning.

Person Responsible

Todd Bennett

Schedule

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

Evidence of Completion

meeting agenda, emails, weekly bulletin, pre-planning activities and responsibilities.

Action Step 2 5

Instructional coaches and administrators will facilitate common planning with grade level cohorts.

Person Responsible

Todd Bennett

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Agenda, reminder emails, planning calendar, coaches log, sign-in sheet, hard copies of lesson in playbook (faculty handbook)

Action Step 3 5

Administration and coaches study and discuss standards that will be taught weekly by subject area and grade.

Person Responsible

Todd Bennett

Schedule

Weekly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Friday meeting agendas, curriculum maps and item specs

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

Collaborative planning schedules will be created in advance for grade level cohorts.

Person Responsible

Todd Bennett

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Coaches planning calendar

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

Coaching calendar will be discussed at Leadership meetings.

Person Responsible

Todd Bennett

Schedule

Weekly, from 10/10/2014 to 6/5/2015

Evidence of Completion

Coaches calendar, agenda, similar lesson by grade level/subject, planning meeting observation

G1.B1.S2 Teachers will bring partially completed pre-planning sheet to collaborative planning along with any relevant resources needed to develop standards-based lessons. 4

 S114126

Strategy Rationale

The teachers must be prepared to effectively plan and create standards-based lessons by previewing standards and curriculum maps.

Action Step 1 5

Instructional coaches and administrators will observe that pre-planning sheets are partially completed before collaborative planning begins. Teachers collaboratively complete the pre-planning sheet prior to collaborative planning with the instructional coach. The instructional coach and the teachers collaborative create standards-based lessons using a gradual release model.

Person Responsible

Todd Bennett

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Pre-planning sheets and lesson plans will be kept in teachers playbook (faculty handbook)

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Pre-planning sheets will be partially completed to provide input for creating standards-based lessons prior to collaborative planning sessions.

Person Responsible

Todd Bennett

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Completed pre-planning sheets will be kept in teacher's warrior playbook.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Standards-based lesson plans will be created using input from pre-planning sheet.

Person Responsible

Todd Bennett


Schedule

Weekly, from 10/6/2014 to 6/5/2015


Evidence of Completion

Standards-based lesson plans

G1.B2 Teachers did not effectively plan collaboratively to ensure implementation of standards based instruction. 2

 B103000

G1.B2.S1 Standards-based lesson plans will be created as a result of collaborative planning. 4

 S114127

Strategy Rationale

Action Step 1 5

Instructional coaches and Administration will facilitate collaborative planning with grade level cohorts.

Person Responsible

Todd Bennett

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Agenda, schedule of meetings, lesson plans

Action Step 2 5

Administration will communicate expectations for collaborative planning.

Person Responsible

Todd Bennett

Schedule

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

Evidence of Completion

Email, pre-planning sheet,

Action Step 3 5

Teachers will deliver planned standards-based instruction

Person Responsible

Todd Bennett

Schedule

Daily, from 10/6/2014 to 6/5/2015

Evidence of Completion

Lesson plans and classroom walk-throughs/evaluations, administrators will review lesson plans weekly and provide feedback as necessary.

Action Step 4 5

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

Person Responsible

Todd Bennett

Schedule

Daily, from 9/22/2014 to 6/5/2015

Evidence of Completion

Coaches log, Leadership meeting agendas, coaching data, teacher observations and reflections

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Walk throughs, review of lesson plans, facilitated collaborative planning

Person Responsible

Todd Bennett

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Walk through data, lesson plans, leadership meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Lesson plans, and delivery of standards -based instruction

Person Responsible

Todd Bennett


Schedule

Daily, from 10/6/2014 to 6/5/2015


Evidence of Completion

Classroom walkthroughs, lesson plans, progress monitoring data

G1.B3 Teachers did not deliver standards-based instruction effectively. 2

 B103001

G1.B3.S1 The administrative team will conduct classroom walk-throughs and leave non-evaluative feedback. 4

 S150199

Strategy Rationale

Administrative observation and non-evaluative feedback will improve standards-based lesson delivery.

Action Step 1 5

Administrative non-evaluative walkthroughs

Person Responsible

Todd Bennett

Schedule

Weekly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Carbon copies of non-evaluative feedback forms, admin walk-through schedule

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Feedback forms will be discussed at leadership meetings to determine level of coach support.

Person Responsible

Todd Bennett

Schedule

Weekly, from 10/31/2014 to 6/5/2015

Evidence of Completion

Leadership team meeting agendas, coaching tracker log

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Non-evaluative observations of standards-based lesson delivery.

Person Responsible

Todd Bennett

Schedule

Weekly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Classroom walk-through observation data.

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
G1.B1.S1.A1	Principal will set clear expectations and roles for collaborative planning.	Bennett, Todd	9/10/2014	meeting agenda, emails, weekly bulletin, pre-planning activities and responsibilities.	6/5/2015 weekly
G1.B2.S1.A1	Instructional coaches and Administration will facilitate collaborative planning with grade level cohorts.	Bennett, Todd	9/22/2014	Agenda, schedule of meetings, lesson plans	6/5/2015 weekly
G1.B1.S2.A1	Instructional coaches and administrators will observe that pre-planning sheets are partially completed before collaborative planning begins. Teachers collaboratively complete the pre-planning sheet prior to collaborative planning with the instructional coach. The instructional coach and the teachers collaborative create standards-based lessons using a gradual release model.	Bennett, Todd	10/6/2014	Pre-planning sheets and lesson plans will be kept in teachers playbook (faculty handbook)	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Administrative non-evaluative walkthroughs	Bennett, Todd	10/24/2014	Carbon copies of non-evaluative feedback forms, admin walk-through schedule	6/5/2015 weekly
G1.B1.S1.A2	Instructional coaches and administrators will facilitate common planning with grade level cohorts.	Bennett, Todd	9/29/2014	Agenda, reminder emails, planning calendar, coaches log, sign-in sheet, hard copies of lesson in playbook (faculty handbook)	6/5/2015 weekly
G1.B2.S1.A2	Administration will communicate expectations for collaborative planning.	Bennett, Todd	9/15/2014	Email, pre-planning sheet,	6/5/2015 weekly
G1.B2.S1.A3	Teachers will deliver planned standards-based instruction	Bennett, Todd	10/6/2014	Lesson plans and classroom walk-throughs/evaluations, administrators will review lesson plans weekly and provide feedback as necessary.	6/5/2015 daily
G1.B1.S1.A3	Administration and coaches study and discuss standards that will be taught weekly by subject area and grade.	Bennett, Todd	10/3/2014	Friday meeting agendas, curriculum maps and item specs	6/5/2015 weekly
G1.B2.S1.A4	Coaches utilize the coaching cycle to support delivery of standards based instruction	Bennett, Todd	9/22/2014	Coaches log, Leadership meeting agendas, coaching data, teacher observations and reflections	6/5/2015 daily
G1.MA1	Classroom walk through, Lesson plan review, benchmark assessments, Data from FAIR and Improve testing utilizing progress monitoring through data chats with teachers and students.	Bennett, Todd	9/1/2014	Data from Journeys, FAIR, IMPROVE, benchmark assessments, and classroom walkthroughs	6/5/2015 monthly
G1.B1.S1.MA1	Coaching calendar will be discussed at Leadership meetings.	Bennett, Todd	10/10/2014	Coaches calendar, agenda, similar lesson by grade level/subject, planning meeting observation	6/5/2015 weekly
G1.B1.S1.MA1	Collaborative planning schedules will be created in advance for grade level cohorts.	Bennett, Todd	9/22/2014	Coaches planning calendar	6/5/2015 weekly
G1.B2.S1.MA1	Lesson plans, and delivery of standards-based instruction	Bennett, Todd	10/6/2014	Classroom walkthroughs, lesson plans, progress monitoring data	6/5/2015 daily
G1.B2.S1.MA1	Walk throughs, review of lesson plans, facilitated collaborative planning	Bennett, Todd	10/6/2014	Walk through data, lesson plans, leadership meetings	6/5/2015 weekly
G1.B3.S1.MA1	Non-evaluative observations of standards-based lesson delivery.	Bennett, Todd	10/24/2014	Classroom walk-through observation data.	6/5/2015 weekly
G1.B3.S1.MA1	Feedback forms will be discussed at leadership meetings to determine level of coach support.	Bennett, Todd	10/31/2014	Leadership team meeting agendas, coaching tracker log	6/5/2015 weekly
G1.B1.S2.MA1	Standards-based lesson plans will be created using input from pre-planning sheet.	Bennett, Todd	10/6/2014	Standards-based lesson plans	6/5/2015 weekly
G1.B1.S2.MA1	Pre-planning sheets will be partially completed to provide input for creating standards-based lessons prior to collaborative planning sessions.	Bennett, Todd	10/6/2014	Completed pre-planning sheets will be kept in teacher's warrior playbook.	6/5/2015 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 Opportunities

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

Technical Assistance Items

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

G1. The leadership team will support and facilitate teachers in the planning and delivery of Standard-based instruction to increase student proficiency levels.

G1.B2 Teachers did not effectively plan collaboratively to ensure implementation of standards based instruction.

G1.B2.S1 Standards-based lesson plans will be created as a result of collaborative planning.

PD Opportunity 1

Administration will communicate expectations for collaborative planning.

Facilitator

Administration and instructional coaches

Participants

Teachers

Schedule

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

Budget Rollup

Summary	
Description	Total
Goal 1: The leadership team will support and facilitate teachers in the planning and delivery of Standard-based instruction to increase student proficiency levels.	150,000
Grand Total	150,000

Goal 1: The leadership team will support and facilitate teachers in the planning and delivery of Standard-based instruction to increase student proficiency levels.		
Description	Source	Total
B1.S1.A2 - District provided instructional coaches	Title I Part A	150,000
Total Goal 1		150,000