

Westwood Middle School



2014-15 School Improvement Plan

Westwood Middle School

3215 NW 15TH AVE, Gainesville, FL 32605

<http://www.sbac.edu/pages/acps>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

54%

Alternative/ESE Center

No

Charter School

No

Minority

59%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

B

A

A

School Board Approval

This plan is pending approval by the Alachua 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	42
Professional Development Opportunities	43
Technical Assistance Items	44
Appendix 3: Budget to Support Goals	48

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Westwood Middle School creates a safe environment where learning is our priority, diversity is respected, and achievements are celebrated.

Provide the school's vision statement

Westwood Middle School: a place where all people feel secure, where all are learning, where all can felt their creative muscle, and where all have an appreciation for diversity.

School Environment

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

The school year begins with a meeting with a demographic breakdown of the student body (and how ratios compare to that of the staff). Being that Westwood is an ESOL center for the district has made us acutely aware of cultural sensitivity. With non-English speakers from multiple countries, the staff has come to rely on non-verbal cues oftentimes, based on our collective knowledge of those cultures. You can also find Westwood staff doing home visits and attending extracurricular activities to interact with our students and their families in a non-school settings.

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

To meet the needs of those families who must deliver their children early, we have accommodated them by opening our media center a full two hours before our first tardy bell. While there (out of the elements and under supervision), students have an opportunity for an extended study period before the actual school day begins. Westwood's classroom assignments attempt to split grades 6-8 apart from one another as much as possible. Students are physically separated by the three main hallways, they have separate "staging areas" in the morning as they arrive to school, and they dine apart from one another as well. We have a resource officer assigned to the school as well as two deans, two counselors, three administrators, and a staff required to be in the hallways during class changes. To combat potential shenanigans, teachers also walk their students to and from lunch. Westwood has a finely-tuned discipline plan, which was created by committee. We have also developed a critical incident plan in concert with the Alachua County Sheriff's Office and members of the Gainesville Police Department SWAT team (who train annually on our campus). Safety drills include the realms of bus safety, fire drills, inclement weather drills, and lockdown drills. Rallying points (in case of evacuation) have been coordinated with neighboring organizations.

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

A school-wide discipline plan was created by committee several years back and refined annually. Our rules and safety procedures are discussed within classrooms and on closed-circuit television extensively in the first week of school and regularly throughout the year. In addition to informal

warnings, calls home from teachers, and "off-the-books" conferencing, Westwood has instituted a time-out system where egregious classroom disruptions are dealt with by the student being sent to a neighboring class and the teacher calling home. The third time-out (per classroom) results in a discipline referral to the deans. The system provides several chances for the student to correct his/her behavior before something goes on record. Teachers are retrained yearly with special emphasis on staff members who are new to Westwood. Data is generated for regular Student Services meetings, and red flags are followed by action plans, whether they be a student who is accruing referrals or a teacher who is generating an disproportionate number of them. Westwood also has a substantial P.B.S. (Positive Behavior Support) program that includes school-wide events both on and off campus, a token economy, and a lavish school store.

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

Over seventh-five percent of the referrals generated at Westwood at this time have come from students on free or reduced lunch. Many families are stretched thin, oftentimes with a single parent or the grandparents doing the child-rearing. While we acknowledge that statistics are merely numbers, we felt it prudent to develop a mentoring program to meet the social-emotional needs of a portion of our students. Students were chosen by teacher recommendation, information culled from the county database, and data pulled from a database used to determine eligibility for our P.B.S. events. Westwood also partners with multiple community agencies such as Alachua's Reichert House, and we are the center school for the regional Interface program. In addition to the extra mile all staff members go to ensure the well-being of the students, Westwood has two full-time counselors. In addition to seeing students when in crisis, they teach small groups based on need (grief, conflict resolution, etc.). Several units are taught throughout the year in classroom settings as well.

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

Westwood Early Warning System is integrated into the school's Student Services meetings, Professional Learning Communities, and various data chats (generated by both the county computer database as well as password-protected shared Google documents). Indicators include (but are not limited to) team "students of concern," numbers of time-out's, numbers of referrals, numbers of tardies, abrupt shifts in personality, documented gang affiliation, attendance below 90 percent (regardless of whether absence is excused or a result of out-of-school suspension), one or more suspensions, whether in school or out of school, course failure in English Language Arts or mathematics Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	32	40	31	103
One or more suspensions	41	45	36	122
Course failure in ELA or Math	26	41	76	143
Level 1 on statewide assessment	72	99	106	277

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	18	27	19	64

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

Students exhibiting two or more indicators have an (EPT (educational planning team) meeting. Other interventions include (but are not limited to) student conferencing, parent contact, parent conferencing, analysis of student schedules, meetings with counselors, meetings with mentors, positive referrals, PBS events and a token economy, task accommodations and modifications (if warranted), and incentive trips.

Westwood has also instituted school-wide initiatives in conjunction with our G.A.P.S. program (Gateway to Advanced Placement Success). All teachers shall use an agenda, will include Marzano strategies and Kagan structures, will begin with a warm-up, will use Cornell note-taking strategies. Students will use common agendas for recording important due dates, homework, and communication between home and school as well as a single 3" binder for use with all subjects. Parents also have access to a parent portal to keep abreast of real-time changes to grades, attendance, and formal behavior infractions. There is also a smart phone app to use in conjunction with the portal.

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

Westwood has a robust volunteer program and active parent/teacher organization. The total number of volunteer minutes was 5,797 from 461 total volunteers. It was determined that 122 of them were parents. Determining the total number of parents is difficult to determine, so for the sake of the percentages requested below, we are simply doubling the student population. Our volunteer coordinators actively recruit parents for activities such as out PTO, science fair judging, career day, chaperoning, partner breakfasts, fund-raising, band boosters, mentoring, classroom help, assistance in the media center, sports, and coverage for certain areas of the school.

Parents are encouraged to shadow for our "Bring a Parent to School" week as well as any time they would like to shadow their child to better facilitate their education.

Westwood has several non-mandated night meetings over the course of the year. These have included (but are not limited to) science fair help, Internet safety, transition to high school, standardized test information as well as other open houses and meet-the-teacher events. We have even gone as far as partnered with the local Wal-Mart and newspaper and volunteered to man a kiosk every Saturday at the entrance to Wal-Mart in an effort to involve parents who would otherwise be intimidated or don't have the transportation to come to school (The Wal-Mart is adjacent to a

neighborhood where many of our student with multiple early warning indicators reside). In addition to district and school websites, Westwood also creates four quarterly newsletters. A parent portal also allows parents to keep abreast of their child's real-time progress with regard to grades, behavior, and attendance. Several open houses and meet-the-teacher opportunities exist in addition to scheduled parent/teacher conferences.

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

Research has shown a direct correlation between student behavior and achievement. With this in mind, Westwood has partnered with multiple local businesses in order to assist with our Positive Behavior Support program. Publix, Chain Reaction Bikes, Cici's Pizza, MacAlistar's Deli, Lipham Music, Marble Slab Creamery, Adam's Ribs, Wal-Mart, Vargas Dentistry, Gainesville Dojo, and McCallum Cabinetry have all contributed in kind services to aide Westwood. While some organizations donated good or money, several family nights were hosted at local eateries. As previously mentioned, Wal-Mart partnered with us to host a kiosk every Saturday at their entrance in an effort to involve parents who would otherwise be intimidated or don't have the transportation to come to school. Westwood also works closely with the Reichert House, Meridian Healthcare, the local Department of Child and Family Services, the University of Florida (mentoring, volunteering, and internships), and other volunteer organizations.

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
Ten Bieg, James	Principal
Johnson, Bruce	Assistant Principal
Alexaitis, Cheryl	Teacher, K-12
Keese, Brian	Teacher, K-12
Bairley, Cheryl	Teacher, K-12
Peterson, Lisa	Principal
Teller, Keith	Dean
Bethel, Karen	Dean
Kanji, Jill	Guidance Counselor
MacEwan, Jennifer	Guidance Counselor
Hartwell, David	Teacher, ESE
Blakeslee, Terri	Teacher, K-12
McGraw, Barbara	Teacher, K-12
Charbonnet, Sara	Teacher, K-12
McConn, Matthew	Teacher, K-12
Fields, Rebecca	Teacher, K-12
Howell, Bill	Teacher, K-12

Duties

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

The general education teachers will serve as content area experts. They will be involved in data collection, implementation of Tier 1 instruction and interventions, and collaboration with other staff members to implement pier 2 interventions.

The exceptional student education teachers (ESE) will participate in data collection, will integrate instruction into Tier 2 and 3 activities, and will collaborate with general education teachers with activities such as co-teaching.

The school psychologist will be involved with data collection and analysis as well as consultation on appropriate Tier 2 and 3 interventions.

Deans and guidance counselors will be involved with data collections and analysis, intervention strategies, progress monitoring, as well as provide a conduit to appropriate outside agencies that may be an aspect of appropriate intervention strategies.

Assistant principal for curriculum and department chairs ensure that lessons are aligned to district and state standards and the instructional timeline.

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 school-based RtI Leadership Team will serve as the hub for data and data analysis as well as the chief conduit for the flow of information and training. The team or its sub-committees will meet regularly to analyze data, discuss and implement intervention strategies, monitor progress, evaluate effectiveness, communicate with other agencies, schools, and district personnel, and identify areas of need with regard to professional development. The overarching motivation will focus on how to best help Westwood's students.

Westwood's free/reduced lunch program is part of the federal supplemented food service program.

The county homeless coordinator is funded through Title 10 monies. Weswood is an ESOL center for the middle grades. ESOL is funded through Title 3.

The district teacher and administrative trainings fall under Title 2. This would also include mentor, reading coaches, and teacher coaches as well as violence prevention and anti-bullying campaigns.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jim TenBieg	Principal
Stacie Oyenarte	Teacher
Enrique Vargas	Business/Community
Matthew Howland	Business/Community
Laura Lambes	Education Support Employee
David Dixon	Teacher
Joseph Swails	Teacher
Roger Cox	Business/Community
Elizabeth Rowe	Business/Community
Michelle Shelar	Education Support Employee
Donna Dotts	Business/Community
Hugo Cruz	Business/Community
Enrique Vargas	Business/Community

Duties

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

Evaluation of last year's school improvement plan

A year-end meeting was held to go over the results of School Advisory Council surveys as well as progress toward the goals set in last year's school improvement plan. As the year progressed, the School Advisory Council would be apprised of progress and/or obstacles toward those ends.

Development of this school improvement plan

The school advisory council has worked in concert with the administration to determine the best course of action, based on shared information from progress monitoring. This process translates to school improvement goals.

Preparation of the school's annual budget and plan

Progress monitoring will occur throughout the year and will be shared with the school advisory council in order to re-examine school improvement goals. The SAC will also determine the most appropriate need for the expenditure of Lotto and Advanced Placement monies, including mini-grants (worth up to \$250 for those applying).

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

Amounts reflect what was actually spent.

Registration/travel for Common Core Standards Workshop, AVID training, Mathcounts travel - \$196.79

Academic Success Program tutoring - \$22,716.40

Professional Learning Community workshops - \$2,257.71

Science Fair ribbons - \$307.63

MathCounts registration - \$280.00

Positive Behavior Support (P.B.S.) program support - \$252.69

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
Ten Bieg, James	Principal
Johnson, Bruce	Assistant Principal
Beland, Peggy	Instructional Media
Roberts, Debbie	Instructional Technology
McGraw, Barbara	Teacher, K-12
Blakeslee, Terri	Teacher, K-12
Peterson, Lisa	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The focus of the LLT for this school year is to provide reading strategies within content area courses. Another important goal is to focus on the standards affiliated with Common Core.

Another initiative of the LLT this year will be to work with science and social studies teachers to develop content-specific FCAT-style questions as "bell-ringers." Although the focus would be on reading instruction, the lessons themselves will touch upon all subject areas, both academic and exploratory classes. Westwood has combined homeroom and first period to facilitate the implementation of the focus lessons.

Regularly scheduled progress monitoring will occur through use of the F.A.I.R. assessment. Response-to-Intervention (RtI) will aide in identifying and remediating students in need of additional resources. Advanced technology will be used to increase student motivation.

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

To address student achievement in science, common planning time has been instituted for all grade level science teachers.

Professional Learning Communities by department have been expanded upon since last school year. A more structured approach along shared literature and data points has provided a narrower focus to better address teacher strategies and student achievement.

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

At the county level, each applicant receives a background check both for education and criminal standing (Beverly Finley). The school tailors Professional Development Plans to subject areas and individuals, and staff development opportunities are regularly offered (Administrative Staff). The district has an annual recruitment fair to assist in the filling of teaching positions (District Personnel and Administrative Staff). Grade level teams and departments are available for support (Team Leaders, Department Chairs Principal, AP's).

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

In addition to informal mentoring and coaching opportunities with colleagues and administration, the district provides a mentor (Jared Fera) for all new teachers. Mentoring includes (but is not limited to) conferencing, workshops, and observations with feedback.

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

Instructional materials were adopted from an approved list by the state. County adoption committees are formed to examine any potentially new materials with state standards firmly in mind. Teachers follow instructional pacing guides that have been developed by the county. At the school level, grade level subject area teachers plan together to ensure consistent instruction among classes.

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 administer benchmark assessment three times per year to identify students' strengths and weaknesses. Instruction is tailored to meet the needs of the students based on these test results as well as curriculum-based assessments. Students who demonstrate significant deficiencies are remediated with supplemental materials and alternative instructional strategies. Remediation materials include remediation sections of the textbook, skill-specific websites, and alternative researched-based curriculum like Read 180. Alternative instructional strategies include cooperative learning, learning stations, and small group instruction. Teachers utilize resources like cPALMS and FSAssessments to prepare students for upcoming standardized tests. Students are scheduled into leveled courses from advanced to intensive depending on test results.

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: 21,600

Westwood's extended school day program provides tutoring for the full two hours over its 180 day year. Instructors use both small group and individual instruction in areas of need.

Strategy Rationale

Westwood wishes to offer extra help and instruction for those students wishing to receive it. This is especially important as some family units don't have the means to aide the student either due to lack of skills, lack of time, or a combination.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bradshaw, Brandi, bradshbn@gm.sbac.edu

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

Standardized test scores as well as results from progress monitoring will be collected for those students taking advantage of tutoring opportunities vs. those who don't in similar coursework.

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

For incoming students who are transitioning, we provide up-to-date information that is distributed to all 5th graders. We hold transition meetings for Special Education students before they enter the 6th grade. There is shadowing available for incoming students. The school counselors meet with all the elementary schools to discuss any specific needs of the incoming students. There is a 6th Grade orientation in May and a Meet the Teacher event in August. When students arrive for the school year, there is a special 6th grade assembly, and they receive classroom guidance during the first month of school to help with the adjustment.

For outgoing students, Westwood provides classroom guidance on high school options and magnet programs. There is an additional high school parent night in November. In January, the students receive the Plan for the Future guide provided by the county and a presentation on that information. Students are offer shadowing and open houses at all the high schools. Transition meetings are held for our Special Education students. The counselors meet in the summer with the high schools to discuss any specific needs of the outgoing students.

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

Westwood takes great pride in the individuality we give to each student's academic career. We begin focusing on academics from day one, informing students of their need to successfully complete credits to move on to high school.

At the end of each year, students are recommended for appropriate class placement, determined by

standardized test scores, prior class completion, and levels of ability. In addition, supplemental classes or tutoring are offered for students who are struggling with academic success. In 8th grade, all students participate in and complete a course in College and Career Planning. The counselors meet monthly to present and explore topics such as personality inventories, career choices, high school magnet programs, and high school graduation standards. Emphasis is placed on individualized choices, based on personality types and academic prowess. An individual 4-year plan is formulated for each student, focusing on specific coursework to help them in their future endeavors.

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

Students will also have the opportunity to participate in Alachua e-School to take courses offered to every student in the county. Students will also have the opportunity to dual enroll on campus or off campus.

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

Strategies for improving student readiness for the public post-secondary level include incorporating higher-level learning into the curriculum, encouraging students to take more rigorous coursework through our Cambridge and gifted tracks, and integrating standardized test taking strategies into daily instruction.

Our new G.A.P.S. program's main thrust is to provide a boost to those students who could potentially be successful in advanced placement classes. The program provides an extra support class as the students' elective coursework as well as some integrated school-wide initiatives such as Cornell Notes and a single binder for organizational purposes.

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

N/A

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.** Students will gain greater access to advanced placement courses in an effort to be college-ready.
- G2.** Increasing the reading scores of Westwood's lowest quartile 3% regarding adequate yearly progress.
- G3.** Increasing the mathematics scores of Westwood's lowest quartile by at least 3%.
- G4.** Students scoring proficient in writing will increase by 3%.

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. Students will gain greater access to advanced placement courses in an effort to be college-ready. 1a

Targets Supported 1b

G051663

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	37.0

Resources Available to Support the Goal 2

- SAC monies for tutoring. Scheduling ability to create G.A.P.S. (Gateway to Advanced Placement Success) classes as an elective, in-kind donations from local businesses for supplies, teachers and teacher-training.

Targeted Barriers to Achieving the Goal 3

- Scheduling issues
- Resources for the program

Plan to Monitor Progress Toward G1. 8

The number of students in the G.A.P.S. program as well as technology and science STEM classes.

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

The number of students in the G.A.P.S. program as well as technology and science STEM classes.

G2. Increasing the reading scores of Westwood's lowest quartile 3% regarding adequate yearly progress.

1a

 G049703

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	67.0

Resources Available to Support the Goal 2

- SAC monies for tutoring, Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Writing Training School-wide Writing Plan Provide follow up training on how to write highly effective lesson plans Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit instruction, slow release/ scaffolding Use of Webb's Depth of Knowledge Lesson Study Provide more opportunities for students to practice writing Text Complexity/Higher Order Questioning Close Reading & Comprehension Instructional Sequence Training

Targeted Barriers to Achieving the Goal 3

- Lack of uniform curriculum structure
- New test format for students with which the students need to familiarize themselves.

Plan to Monitor Progress Toward G2. 8

Increasing reading scores of Westwood's lowest quartile by 3%.

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

SRi testing, FAIR testing, teacher-based assessments.

G3. Increasing the mathematics scores of Westwood's lowest quartile by at least 3%. 1a

 G049705

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	64.0

Resources Available to Support the Goal 2

- Weekly lesson plan checks to ensure teachers are planning highly effective lessons and provide feedback to teachers. Provide follow up to use of effective instructional strategies (Marzano,Kagan, CRISS), use of explicit instruction, slow release/scaffolding use of /Higher Order Questioning. New subject-centered teaming.

Targeted Barriers to Achieving the Goal 3

- Lack of uniform curriculum structure
- New standardized test and standards.

Plan to Monitor Progress Toward G3. 8

Increasing mathematics scores of Westwood's lowest quartile by 3%.

Person Responsible

Lisa Peterson


Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Benchmark assessments and mini-assessments

G4. Students scoring proficient in writing will increase by 3%. 1a

 G049706

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	61.0

Resources Available to Support the Goal 2

- SAC monies for tutoring, Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Writing Training School-wide Writing Plan Provide follow up training on how to write highly effective lesson plans Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit instruction, slow release/ scaffolding Use of Webb's Depth of Knowledge Lesson Study Provide more opportunities for students to practice writing Text Complexity/Higher Order Questioning

Targeted Barriers to Achieving the Goal 3

- Lack of uniform curriculum structure.

Plan to Monitor Progress Toward G4. 8

Students scoring proficient in writing will increase by 3%.

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Benchmark assessments from county and teacher-generated 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. Students will gain greater access to advanced placement courses in an effort to be college-ready. **1**

 **G051663**

G1.B2 Scheduling issues **2**

 **B129957**

G1.B2.S1 Create elective coursework to facilitate the G.A.P.S. program **4**

 **S142000**

Strategy Rationale

The G.A.P.S. program is Westwood's attempt to open the door for more advanced placement classes and college-readiness.

Action Step 1 **5**

Examination of the schedule to see if the G.A.P.S. program is feasible.

Person Responsible

Lisa Peterson

Schedule

Daily, from 7/1/2014 to 8/11/2014

Evidence of Completion

Student/Parent-interest, effect on other class loads

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

An application procedure to gauge interest, use of the Infinite Campus scheduler to gauge effects on other class loads.

Person Responsible

Lisa Peterson

Schedule

Daily, from 7/1/2014 to 8/11/2014

Evidence of Completion

Results of application procedure as well as the reports generated from the Infinite Campus scheduler.

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

Monitoring of G.A.P.S. program

Person Responsible

Lisa Peterson


Schedule

Monthly, from 8/11/2014 to 6/4/2015


Evidence of Completion

Data revealing student mobility in and out of the G.A.P.S. program as well as +the student load in other elective courses.

G1.B3 Resources for the program 2

 B129958

G1.B3.S1 Seek SAC approval for expenditures of funds for tutoring element of the G.A.P.S. program. 4

 S142010

Strategy Rationale

Tutors are a vital part of the Socratic seminar approach of the G.A.P.S. program

Action Step 1 5

Seeking of SAC dollars during August SAC meeting

Person Responsible

James Ten Bieg

Schedule

On 8/31/2014

Evidence of Completion

How much Westwood secures for the tutoring element of the program.

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

Seeking of SAC dollars during August SAC meeting

Person Responsible

James Ten Bieg

Schedule

On 8/31/2014

Evidence of Completion

Amount Secured.

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

Number of students involved in the G.A.P.S. program, advanced coursework, and/or STEM coursework.


Person Responsible

Schedule

Semiannually, from 8/11/2014 to 6/4/2015

Evidence of Completion

G1.B3.S2 Seek community help to secure the binder necessary for a school-wide initiative. 4

 S142011

Strategy Rationale

The one binder for all subjects initiative is a large element of the G.A.P.S. program, which should help with organization.

Action Step 1 5

Attempting to secure funds and/or in-kind donations to begin a school wide binder initiative.

Person Responsible

Bruce Johnson

Schedule

Monthly, from 7/1/2014 to 6/4/2015

Evidence of Completion

Acquisition of funds and/or binders.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Attempting to secure funds and/or in-kind donations to begin a school wide binder initiative.

Person Responsible

Bruce Johnson

Schedule

Daily, from 7/1/2014 to 8/4/2014

Evidence of Completion

Acquisition of funds and/or binders.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Acquisition will be monitored daily until goal of 1,100 is reached.

Person Responsible

Bruce Johnson


Schedule

Daily, from 7/1/2014 to 8/11/2014

Evidence of Completion

Acquisition of funds and/or binders.

G2. Increasing the reading scores of Westwood's lowest quartile 3% regarding adequate yearly progress. 1

 G049703

G2.B3 Lack of uniform curriculum structure 2

 B124421

G2.B3.S1 Use of Instructional calendar 4

 S136317

Strategy Rationale

Provides for uniform instruction.

Action Step 1 5

Provide instructional calendar from the county.

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/4/2014 to 6/4/2015

Evidence of Completion

Classroom walk-through's and lesson plan monitoring.

Action Step 2 5

Checking of lessons plans

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Feedback will be given to teachers

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

Use of Instructional calendar

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Classroom walk-through's and lesson plan monitoring.

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

Use of instructional calendar

Person Responsible

Lisa Peterson


Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Feedback from Professional Learning Communities, lesson plan feedback, walk-through observations.

G2.B3.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level. 4

 S136318

Strategy Rationale

While grade-level teaming facilitates logistic concerns, subject-centered teaming encourages an academic focus.

Action Step 1 5

Refine a subject-centric teaming structure to facilitate uniform curriculum structure

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/11/2014 to 6/4/2015


Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

G2.B6 New test format for students with which the students need to familiarize themselves. 2

 B128911

G2.B6.S1 The Move from FCAT to the Florida Standards Assessment will require training for teachers and exposure for the students. 4

 S141863

Strategy Rationale

Students must be familiar with the format to a) be ready to take the tests and b) reduce test anxiety.

Action Step 1 5

Familiarization with new Florida Standards Assessment.

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Lesson plan examples, walk-through observations, feedback from Professional Learning Communities.

Action Step 2 5

Further exposure to Common Core Standards

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/4/2014 to 6/4/2015

Evidence of Completion

Hard copies of standards

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

Materials to aide in the facilitation of student and teacher understanding of the Florida Standards Assessment.

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/4/2014 to 6/4/2015

Evidence of Completion

Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.

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

Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.

Person Responsible

Lisa Peterson


Schedule

Monthly, from 8/4/2014 to 6/4/2015


Evidence of Completion

Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.


G3. Increasing the mathematics scores of Westwood's lowest quartile by at least 3%. 1

 G049705

G3.B2 Lack of uniform curriculum structure 2

 B124429

G3.B2.S1 Develop a subject-centric view of teaming as opposed to traditional grade-level 4

 S136328

Strategy Rationale

While grade-level teaming facilitates logistic concerns, subject-centered teaming encourages an academic focus.

Action Step 1 5

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person Responsible

Schedule

Monthly, from 8/6/2014 to 6/4/2015

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

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

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

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

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person Responsible

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

G3.B2.S2 Use of instructional calendar 4

 S136329

Strategy Rationale

Provides for uniform instruction.

Action Step 1 5

Provide instructional calendar from the county.

Person Responsible

Lisa Peterson

Schedule

Quarterly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Observation as well as feedback provided to teachers.

Action Step 2 5

Monitoring lesson plans

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Observation as well as feedback provided to teachers.

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

Use of instructional calendar

Person Responsible

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Feedback from Professional Learning Communities, lesson plan feedback, walk-through observations.

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

Use of instructional calendar.

Person Responsible


Schedule

Monthly, from 8/11/2014 to 6/4/2015


Evidence of Completion

Feedback from Professional Learning Communities, lesson plan feedback, walk-through observations.

G3.B4 New standardized test and standards. 2

 B129934

G3.B4.S1 The Move from FCAT to the Florida Standards Assessment will require training for teachers and exposure for the students. 4

 S141977

Strategy Rationale

Students must be familiar with the format to a) be ready to take the tests and b) reduce text anxiety.

Action Step 1 5

Familiarization with new Florida Standards Assessment.

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Lesson plan examples, walk-through observations, feedback from Professional Learning Communities.

Action Step 2 5

Further exposure to Common Core Standards

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Further exposure to Common Core Standards

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

Materials to aide in the facilitation of student and teacher understanding of the Florida Standards Assessment.

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.

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

Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.

Person Responsible

Lisa Peterson


Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.


G4. Students scoring proficient in writing will increase by 3%. **1**

 G049706

G4.B2 Lack of uniform curriculum structure. **2**

 B124432

G4.B2.S1 Use of Instructional calendar **4**

 S136333

Strategy Rationale

Provides for uniform instruction.

Action Step 1 **5**

Use of Instructional calendar

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Classroom walk-through's and lesson plan monitoring.

Action Step 2 **5**

Checking of lessons plans

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Feedback will be given to teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Use of Instructional calendar

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Classroom walk-through's and lesson plan monitoring.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Use of Instructional calendar

Person Responsible

Lisa Peterson


Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Feedback from Professional Learning Communities, lesson plan feedback, walk-through observations.

G4.B2.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level approach 4

 S136334

Strategy Rationale

While grade-level teaming facilitates logistic concerns, subject-centered teaming encourages an academic focus.

Action Step 1 5

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Evidence of uniform curriculum through walk-throughs and lesson plans

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
G2.B3.S1.A1	Provide instructional calendar from the county.	Peterson, Lisa	8/4/2014	Classroom walk-through's and lesson plan monitoring.	6/4/2015 monthly
G2.B3.S2.A1	Refine a subject-centric teaming structure to facilitate uniform curriculum structure	Peterson, Lisa	8/11/2014	Evidence of uniform curriculum through walk-throughs and lesson plans	6/4/2015 monthly
G3.B2.S1.A1	Develop a subject-centric teaming structure to facilitate uniform curriculum structure		8/6/2014	Evidence of uniform curriculum through walk-throughs and lesson plans	6/4/2015 monthly
G3.B2.S2.A1	Provide instructional calendar from the county.	Peterson, Lisa	8/11/2014	Observation as well as feedback provided to teachers.	6/4/2015 quarterly
G4.B2.S1.A1	Use of Instructional calendar	Peterson, Lisa	8/11/2014	Classroom walk-through's and lesson plan monitoring.	6/4/2015 monthly
G4.B2.S2.A1	Develop a subject-centric teaming structure to facilitate uniform curriculum structure	Peterson, Lisa	8/11/2014	Evidence of uniform curriculum through walk-throughs and lesson plans	6/4/2015 monthly
G2.B6.S1.A1	Familiarization with new Florida Standards Assessment.	Peterson, Lisa	8/11/2014	Lesson plan examples, walk-through observations, feedback from Professional Learning Communities.	6/4/2015 monthly
G3.B4.S1.A1	Familiarization with new Florida Standards Assessment.	Peterson, Lisa	8/11/2014	Lesson plan examples, walk-through observations, feedback from Professional Learning Communities.	6/4/2015 monthly
G1.B2.S1.A1	Examination of the schedule to see if the G.A.P.S. program is feasible.	Peterson, Lisa	7/1/2014	Student/Parent-interest, effect on other class loads	8/11/2014 daily
G1.B3.S2.A1	Attempting to secure funds and/or in-kind donations to begin a school wide binder initiative.	Johnson, Bruce	7/1/2014	Acquisition of funds and/or binders.	6/4/2015 monthly
G1.B3.S1.A1	Seeking of SAC dollars during August SAC meeting	Ten Bieg, James	8/1/2014	How much Westwood secures for the tutoring element of the program.	8/31/2014 one-time
G2.B3.S1.A2	Checking of lessons plans	Peterson, Lisa	8/11/2014	Feedback will be given to teachers	6/4/2015 weekly
G3.B2.S2.A2	Monitoring lesson plans	Peterson, Lisa	8/11/2014	Observation as well as feedback provided to teachers.	6/4/2015 weekly
G2.B6.S1.A2	Further exposure to Common Core Standards	Peterson, Lisa	8/4/2014	Hard copies of standards	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.A2	Further exposure to Common Core Standards	Peterson, Lisa	8/11/2014	Further exposure to Common Core Standards	6/4/2015 monthly
G4.B2.S1.A2	Checking of lessons plans	Peterson, Lisa	8/11/2014	Feedback will be given to teachers	6/4/2015 monthly
G1.MA1	The number of students in the G.A.P.S. program as well as technology and science STEM classes.	Peterson, Lisa	8/11/2014	The number of students in the G.A.P.S. program as well as technology and science STEM classes.	6/4/2015 monthly
G1.B2.S1.MA1	Monitoring of G.A.P.S. program	Peterson, Lisa	8/11/2014	Data revealing student mobility in and out of the G.A.P.S. program as well as +the student load in other elective courses.	6/4/2015 monthly
G1.B2.S1.MA1	An application procedure to gauge interest, use of the Infinite Campus scheduler to gauge effects on other class loads.	Peterson, Lisa	7/1/2014	Results of application procedure as well as the reports generated from the Infinite Campus scheduler.	8/11/2014 daily
G1.B3.S1.MA1	Number of students involved in the G.A.P.S. program, advanced coursework, and/or STEM coursework.		8/11/2014		6/4/2015 semiannually
G1.B3.S1.MA1	Seeking of SAC dollars during August SAC meeting	Ten Bieg, James	8/1/2014	Amount Secured.	8/31/2014 one-time
G1.B3.S2.MA1	Acquisition will be monitored daily until goal of 1,100 is reached.	Johnson, Bruce	7/1/2014	Acquisition of funds and/or binders.	8/11/2014 daily
G1.B3.S2.MA1	Attempting to secure funds and/or in-kind donations to begin a school wide binder initiative.	Johnson, Bruce	7/1/2014	Acquisition of funds and/or binders.	8/4/2014 daily
G2.MA1	Increasing reading scores of Westwood's lowest quartile by 3%.	Peterson, Lisa	8/11/2014	SRi testing, FAIR testing, teacher-based assessments.	6/4/2015 monthly
G2.B3.S1.MA1	Use of instructional calendar	Peterson, Lisa	8/11/2014	Feedback from Professional Learning Communities, lesson plan feedback, walk-through observations.	6/4/2015 monthly
G2.B3.S1.MA1	Use of Instructional calendar	Peterson, Lisa	8/11/2014	Classroom walk-through's and lesson plan monitoring.	6/4/2015 weekly
G2.B6.S1.MA1	Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.	Peterson, Lisa	8/4/2014	Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.	6/4/2015 monthly
G2.B6.S1.MA1	Materials to aide in the facilitation of student and teacher understanding of the Florida Standards Assessment.	Peterson, Lisa	8/4/2014	Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.	6/4/2015 monthly
G2.B3.S2.MA1	Develop a subject-centric teaming structure to facilitate uniform curriculum structure	Peterson, Lisa	8/11/2014	Evidence of uniform curriculum through walk-throughs and lesson plans	6/4/2015 weekly
G2.B3.S2.MA1	Develop a subject-centric teaming structure to facilitate uniform curriculum structure	Peterson, Lisa	8/11/2014	Evidence of uniform curriculum through walk-throughs and lesson plans	6/4/2015 weekly
G3.MA1	Increasing mathematics scores of Westwood's lowest quartile by 3%.	Peterson, Lisa	8/11/2014	Benchmark assessments and mini-assessments	6/4/2015 monthly
G3.B2.S1.MA1	Develop a subject-centric teaming structure to facilitate uniform curriculum structure		8/11/2014	Evidence of uniform curriculum through walk-throughs and lesson plans	6/4/2015 monthly
G3.B2.S1.MA1	Develop a subject-centric teaming structure to facilitate uniform curriculum structure	Peterson, Lisa	8/11/2014	Evidence of uniform curriculum through walk-throughs and lesson plans	6/4/2015 monthly
G3.B4.S1.MA1	Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.	Peterson, Lisa	8/11/2014	Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.MA1	Materials to aide in the facilitation of student and teacher understanding of the Florida Standards Assessment.	Peterson, Lisa	8/11/2014	Completion of sharing materials, lesson plan examples, walk-through observations, feedback from Professional Learning Communities.	6/4/2015 monthly
G3.B2.S2.MA1	Use of instructional calendar.		8/11/2014	Feedback from Professional Learning Communities, lesson plan feedback, walk-through observations.	6/4/2015 monthly
G3.B2.S2.MA1	Use of instructional calendar		8/11/2014	Feedback from Professional Learning Communities, lesson plan feedback, walk-through observations.	6/4/2015 weekly
G4.MA1	Students scoring proficient in writing will increase by 3%.	Peterson, Lisa	8/11/2014	Benchmark assessments from county and teacher-generated assessments.	6/4/2015 monthly
G4.B2.S1.MA1	Use of Instructional calendar	Peterson, Lisa	8/11/2014	Feedback from Professional Learning Communities, lesson plan feedback, walk-through observations.	6/4/2015 monthly
G4.B2.S1.MA1	Use of Instructional calendar	Peterson, Lisa	8/11/2014	Classroom walk-through's and lesson plan monitoring.	6/4/2015 monthly
G4.B2.S2.MA1	Develop a subject-centric teaming structure to facilitate uniform curriculum structure	Peterson, Lisa	8/11/2014	Evidence of uniform curriculum through walk-throughs and lesson plans	6/4/2015 monthly
G4.B2.S2.MA1	Develop a subject-centric teaming structure to facilitate uniform curriculum structure	Peterson, Lisa	8/11/2014	Evidence of uniform curriculum through walk-throughs and lesson plans	6/4/2015 monthly

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. Increasing the reading scores of Westwood's lowest quartile 3% regarding adequate yearly progress.

G2.B6 New test format for students with which the students need to familiarize themselves.

G2.B6.S1 The Move from FCAT to the Florida Standards Assessment will require training for teachers and exposure for the students.

PD Opportunity 1

Familiarization with new Florida Standards Assessment.

Facilitator

Lisa Peterson

Participants

All instructional staff

Schedule

Monthly, from 8/11/2014 to 6/4/2015

G3. Increasing the mathematics scores of Westwood's lowest quartile by at least 3%.

G3.B4 New standardized test and standards.

G3.B4.S1 The Move from FCAT to the Florida Standards Assessment will require training for teachers and exposure for the students.

PD Opportunity 1

Further exposure to Common Core Standards

Facilitator

Lisa Peterson

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Technical Assistance Items

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

G2. Increasing the reading scores of Westwood's lowest quartile 3% regarding adequate yearly progress.

G2.B3 Lack of uniform curriculum structure

G2.B3.S1 Use of Instructional calendar

PD Opportunity 1

Provide instructional calendar from the county.

Facilitator

Lisa Peterson

Participants

Instructional Staff

Schedule

Monthly, from 8/4/2014 to 6/4/2015

G2.B3.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level.

PD Opportunity 1

Refine a subject-centric teaming structure to facilitate uniform curriculum structure

Facilitator

Administration

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2014 to 6/4/2015

G2.B6 New test format for students with which the students need to familiarize themselves.

G2.B6.S1 The Move from FCAT to the Florida Standards Assessment will require training for teachers and exposure for the students.

PD Opportunity 1

Further exposure to Common Core Standards

Facilitator

Lisa Peterson

Participants

Instructional Staff

Schedule

Monthly, from 8/4/2014 to 6/4/2015

G3. Increasing the mathematics scores of Westwood's lowest quartile by at least 3%.

G3.B2 Lack of uniform curriculum structure

G3.B2.S1 Develop a subject-centric view of teaming as opposed to traditional grade-level

PD Opportunity 1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Facilitator

Administration

Participants

Instructional staff

Schedule

Monthly, from 8/6/2014 to 6/4/2015

G3.B2.S2 Use of instructional calendar

PD Opportunity 1

Provide instructional calendar from the county.

Facilitator

Lisa Peterson

Participants

Instructional Staff

Schedule

Quarterly, from 8/11/2014 to 6/4/2015

G3.B4 New standardized test and standards.

G3.B4.S1 The Move from FCAT to the Florida Standards Assessment will require training for teachers and exposure for the students.

PD Opportunity 1

Familiarization with new Florida Standards Assessment.

Facilitator

Lisa Peterson

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2014 to 6/4/2015

G4. Students scoring proficient in writing will increase by 3%.

G4.B2 Lack of uniform curriculum structure.

G4.B2.S1 Use of Instructional calendar

PD Opportunity 1

Use of Instructional calendar

Facilitator

Lisa Peterson

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2014 to 6/4/2015

G4.B2.S2 Develop a subject-centric view of teaming as opposed to traditional grade-level approach

PD Opportunity 1

Develop a subject-centric teaming structure to facilitate uniform curriculum structure

Facilitator

Administration

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Budget Rollup

Summary

Description	Total
Goal 1: Students will gain greater access to advanced placement courses in an effort to be college-ready.	15,000
Grand Total	15,000

Goal 1: Students will gain greater access to advanced placement courses in an effort to be college-ready.

Description	Source	Total
B3.S1.A1 - Advanced placement monies	General Fund	15,000
Total Goal 1		15,000