

# Woodlands Middle School



2014-15 School Improvement Plan

## Woodlands Middle School

5200 LYONS RD, Lake Worth, FL 33467

[www.edline.net/pages/woodlands\\_middle\\_school](http://www.edline.net/pages/woodlands_middle_school)

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

59%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

56%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

B

B

A

A

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The Woodlands Middle School Community is committed to maintaining a safe, educational environment where all students excel and become literate, ethical, and self-motivated individuals.

##### **Provide the school's vision statement**

The Woodlands Community believes in the total growth of students during the transitional period between elementary and high school. We are firm believers in achieving proficiency in basic academic skills and providing a strong fundamental foundation upon which more complex skills will be built. In addition to a sound academic foundation the school strives to develop, within the student, skills for decision making and problem solving, which are vital to survival in this ever-changing world in which we live. The education of a student and process of teaching him or her how to survive and be a productive member of society are tremendous responsibilities. We know that this can be accomplished only with the school, the home and the community working hand-in hand towards the total fulfillment of the student. We pledge ourselves to the very best we can to prepare our students for the challenges of the twenty-first century.

#### School Environment

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

FY14 the Woodlands staff worked with the K12 Curriculum for African American, Latino and Gender Studies through Professional Development to learn about the diversity of our students. Throughout the course of our sessions with this team the Woodlands staff learned how to identify and address our school's diverse student population to create a Single School Culture that with an appreciation for multicultural diversity. To drive success in creating those positive relationships additional Professional Development days were spent addressing the P.R.I.D.E. matrix for our Positive Behavior Support program. The program offers students an opportunity to be praised and rewarded by teachers for following school procedures. Our school will also infuse the required curriculum content as per Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b). Holocaust History is covered in 7th grade Language Arts (May). The History of Africans and African Americans (February), Hispanic Contributions (September), Woman's Contributions (March), and Sacrifices of Veterans (November) is covered and addressed in all content areas and all grade levels.

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

In the morning students are supervised by teachers in the courtyard and basketball court. During the day all teachers monitor the transition of students from class to class. At dismissal teachers are assigned to cover all areas of student departure, the bus loop, the bike racks, car line, and the exit gates for walkers. After dismissal there is the Aftercare program run and staffed by the teachers. Having this constant supervision over the students ensures that the environment of the school is safe and respectful.



**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**

P.R.I.D.E. is Woodlands' Positive Behavior Support program. In the classroom students are expected to have a Positive attitude by positively interacting with other, show Respect by thinking before they speak, show Integrity by doing their own work, have Dedication by being prepared for class, and show Excellence by attending class daily and completing assignments. If students are not demonstrating these behaviors then teachers are to follow the a specific set of protocols that are universally used in all areas. Upon the first violation, students are to be verbally addressed and instructed on the proper procedures for their infraction. Then the teacher is to document this on a Corrective Behavior Intervention Report in the Verbal Counseling Verification section. Upon the second violation, students are to be verbally addressed and instructed on the proper procedures for their infraction and a parent is to be contacted. Then the teacher is to document this on the Intervention Report that was started for that student in the Written Counseling Verification section. Upon the third violation, students are to be verbally addressed and instructed on the proper procedures for their infraction and a parent is contacted. Then the teacher is to fill out the last section of that student's Intervention Report in the Second Counseling Verification section. Any violations by this student after that will result in a referral to be completed by the teacher with the Corrective Behavior Intervention Report attached. All teachers were trained on the use of the documents, when and how to apply interventions, and that all rules are to be followed at all times and in all areas of the campus during the Professional Development sessions prior to the start of school.

**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**

School Based Team meets weekly to discuss students with barriers to academic and social success. Once a student is identified by SBT as needing social-emotional support, they receive counseling through Guidance, are assigned a mentor, and will be monitored with Check-in/Check-out procedures to ensure that they are receiving positive adult interactions and feedback throughout the day.

### 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**

Woodlands utilizes EDW to identify students who have attendance, behavioral or academic concerns. Teachers are given guidelines on how and when to recommend a student to the School Based Team. Data driven decisions are made by the School Based Team once a student has been identified as having one of the early warning indicators.

**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	15	17	26	58
One or more suspensions	67	81	88	236
Course failure in ELA or Math	0	0	2	2
Level 1 on statewide assessment	91	88	102	281

**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	44	36	46	126

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

When a student has been identified as exhibiting two or more of the early warning indicators, we begin by reaching out to parents. Planned discussions occur with School Based Team and are shared with the teachers. The child will receive a goal and a partner to help monitor their progress. To achieve their goals we use a variety of resources like Read 180, Reading Plus, and Tutorials.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

The parental involvement target is to have 60 percent of families involved in a positive way in the school more than once during the year. Some examples would include, but are not limited to: Open House, Science Fair Night, Book Fair, Band Concerts, Chorus and Drama Productions.

**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**

Woodlands' PTSO and SAC work with the local community and businesses to build and sustain partnerships with the school. Through these partnerships we are able to obtain valuable resources and funds that support our school and bolster student achievement. The PTSO is able to offer teacher grants with the funds they raise in partnership with the community. The grants are used by teachers to purchase new technology and vital supplies for student success.

**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
Eassa, Jeffrey	Principal
Gamez, Rigo	Assistant Principal
Simmonds, Janina	Assistant Principal
anderson, angela	Administrative Support
paul, harmon	Teacher, ESE
Trakis, Julia	Guidance Counselor
Hughes, Junnell	Administrative Support

### Duties

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

The principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place,
- a process to address and monitor subsequent needs is created,
- problem solving team (SBT) is assisting with academic & behavioral interventions,
- assessment of RtI skills of school staff is conducted,
- fidelity of implementation of intervention support is documented,
- adequate professional development to support the RtI framework is provided,
- effective communication with parents regarding SBT and RtI intervention plans and activity occurs.

The RtI facilitator:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions where available, and offers professional development and technical assistance.

The assistant principal:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, and offers technical assistance.

The ESE/ELL contact:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions where available, and offers professional development and technical assistance to classroom teachers.

The School Psychologist and SLP:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, and offers technical assistance.

The guidance staff:

- Contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions where available, and offers professional development and technical assistance to classroom teachers.

Members of the SBT meet with SAC and help edit the SIP based on the previous years data, information on core, curricular targets are discussed, and attention is focused on deficient areas.

***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 MTSS/RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the

professional development activities needed to create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. The SBT uses the Problem Solving Model\* to conduct all meetings. Based on the data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and this individual reports on all data collected at future meetings.

**\*Problem Solving Model**

The four steps of the Problem Solving Model are:

- 1.) Problem Identification entails identifying the problem and the desired behavior for the student. At Woodlands we identify students by referral. The referral can come from any staff member or from the parent/guardian. We then notify the parents (if it wasn't the parent who referred the student), and we send out a check list to all of the teachers of that student.
- 2.) Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. At Woodlands we collect all of the available data on the referred student, invite the person who referred the student and discuss that student's situation at the weekly Monday meeting.
- 3.) Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. At Woodlands, during the Monday meeting, goals are set and interventions are discussed and decided on. Some of these interventions could include but are not limited to: intensive classes, read 180, schedule changes, behavior plan, youth services, hospice, mentoring and incentives.
- 4.) Evaluating is also termed Response-To-Intervention. In this step the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. At Woodlands we are consistently re-evaluating students' situations. After an intervention we ask ourselves did it help and is the gap closing. Does the child need to move to the next tier? If the interventions are proving to be ineffective we begin to look at alternative placement, or child study. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB (ESEA). Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

**\*Problem-Solving & Response to Intervention Project 2008**

**Title I Part D:**

The district receives funds to support the Educational Outreach Program. Services are coordinated with the district Drop-Out Prevention programs.

**Title III:**

Services are provided through the district to supply ELL students with educational materials, and services needed to improve the instruction and education of these students.

**Title X-Homeless:**

The district Student Intervention Department provides services for homeless students per McKinney-Vento Act which eliminates barriers for a free and appropriate education to all students.

**SAI:**

SAI funds will be used to create an after school tutorial program.

**Violence Prevention:**

Single School Culture and appreciation for Multicultural diversity will be demonstrated at Woodlands Middle.

The Positive Behavior Support Program is also in place to help solidify the single school culture initiative where all students and staff participate in order to build a climate where students know the

behavior expectations through Mustang P.R.I.D.E. P-positive attitude, R-respect, I-Integrity, D-dedication, and E-excellence.

Nutrition Programs:

All students are provided with free breakfast. Students who are eligible are also provided with free lunch.

CTE:

As we prepare our students for high school, our medical academy ensures that students are provided with the training and hands-on experience to be successful at the next level. We also offer the students

an elective culinary experience if they choose to follow that path into high school as well. We also offer Pre-IT academy courses as part of our curriculum credited as an elective. In FY 2016 this course will be part of our choice program.

Multicultural appreciation:

At Woodlands Middle, we host a number of events, programs and learning opportunities promoting multicultural diversity including but not limited to: field trips, intramural sports, honors societies, Heritage Week, and curriculum integration of different cultures in Language Arts classes. We also have a Multicultural club which promotes the learning and acceptance of all cultures. The purpose of the organization is to create awareness of all cultures represented at Woodlands in order to diminish the stereotypes and foster a greater understanding of all ethnic groups within the school.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Natalie DiFranco	Parent
Tonya Parks	Parent
Kim Curtis	Parent
Carolyn Jackson	Teacher
Cyd Alderman	Parent
Rigo Gamez	Education Support Employee
Vanessa Sanchez	Parent
Anyee Chen	Business/Community
Michele Kellier	Parent
Johanna Lane	Parent
Christina Cole	Parent
Elaine Slesinski	Teacher
Pamela DePanics	Parent
Kellie Brown	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

The SIP is a standing item on the monthly SAC agenda, informal modifications and updates are addressed at those times. The formal evaluation for the mid-year review of the SIP occurred in January 2014.

*Development of this school improvement plan*

SAC will be asked for their input/suggestions at the September 8th meeting. All suggestions will be discussed with Woodlands administration and changes will then be made. Another discussion will occur at the October 3th meeting and any other necessary changes will occur before the approval vote of the SIP that evening. Reassessment will occur at the last SAC meeting of the year and future goals discussed.

*Preparation of the school's annual budget and plan*

The 2015 school budget was presented to SAC with suggested modifications during the April 2014 SAC meeting. Current updates were presented at the September 8, 2014 SAC meeting.

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

- 1.) Gifted Endorsement for Deborah Piverotto amount of 125.00
- 2.) Gifted Endorsement for James Caraballo amount of 125.00
- 3.) Fun with Science Night for Science Department amount of 500.00
- 4.) Medical Assistant Certification for Eileen Southwick amount of 127.50
- 5.) Medical Assistant Certification for Beth Dewalt amount of 127.50
- 6.) Coverage for administrative detentions amount of 945.00

***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
Eassa, Jeffrey	Principal
Gamez, Rigo	Assistant Principal
Simmonds, Janina	Assistant Principal
anderson, angela	Administrative Support
paul, harmon	Teacher, ESE
Trakis, Julia	Guidance Counselor
Hughes, Junnell	Administrative Support

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the



school, including literacy achievement, motivation, and building a community of readers, both at school and home in the process. This is a continuous process throughout the entire school year.

## Public and Collaborative Teaching

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

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

Every month we meet as a group for a faculty meeting that brings us all together and unifies us for the what is to come over the next month. It is during these meetings where we are informed about how our efforts at a single school culture are paying off and learn what we can do to help each other and make the school work more efficiently. Teachers also have common planning periods with teachers of similar subject area and grade level teachers. These common plannings among like teachers was used to create Learning Teams that are used as a small group support system to meet and discuss problems, concerns, resources, unified instruction, and implementation of school goals.

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

Administration will recruit at the district and local university job fairs, as well as use referrals from reputable colleagues and district personnel. In order to retain highly effective personnel regular meetings will be held with peer and supervising personnel for new teachers, common planning will be in place for learning team meetings with the LTF, and common grade/subject teachers to corroborate, staff development opportunities will be held on PDD days, single school culture will be emphasized through PBS, and partnering will occur for teacher support.

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

The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor was chosen by subject compatibility, location and clinical education certification. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective administrator. Training will include, but is not limited to: Florida standards, classroom management, organization, lesson planning, and delivery of lessons.

## 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***

Woodlands uses the instructional materials and texts that are provided by the School District. Teachers are encouraged to use Learning Village to maintain a unified pacing of the material necessary to achieve the current Florida State Standards. Each teacher was also encouraged to use FSASSESSMENTS.ORG to practice the new standards and the types of deeper knowledge questions that the students will be subjected to this year. To ensure that these resources are being used the teachers will be observed by administrators in the classroom through walk-through and informal observations to ensure that the pace and scope of the standards are being met.

## 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***

Through Diagnostic testing reports and state standardized testing scores the school is able to note students who are not meeting proficiency. Teachers are asked to target these students who fall into these non-proficient categories and use remediation strategies with them to fill the gaps that are missing from their knowledge. Some forms of remedial instruction in the classroom may include but are not limited to: Reteaching Practice, Skill Builder Activities, Peer Tutors, Help Sessions, Guided Instruction, and Alternate Assignments and Assessments.

***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:** 1,500

Reading Club is used to offer remedial enrichment to struggling readers after school where they utilize electronic readers.

### ***Strategy Rationale***

In participating in the Reading Club, students are getting the support of the group, the support of the mentors involved and the support of the electronic readers. There are multiple venues for the student to seek assistance and grow in their reading proficiency.

### ***Strategy Purpose(s)***

- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Eassa, Jeffrey, jeff.eassa@palmbeachschools.org

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

Diagnostics will be taken in the fall and winter and analyzed for targeting of students. The reading standardized testing will be taken in the spring and the results will show the effectiveness of the strategy.



**Strategy: Extended School Day**

**Minutes added to school year: 1,500**

Before and after school math tutorials will be offered to remediate and enrich targeted math students.

**Strategy Rationale**

Students who have been targeted as not meeting proficiency standards in math will get the opportunity to participate in before and after school tutoring sessions. In these sessions they will address their areas of weakness and be given strategies they could utilize in the classroom and in testing to increase their effectiveness.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Eassa, Jeffrey, jeff.eassa@palmbeachschools.org

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

Diagnostics will be taken in the fall and winter and analyzed for targeting of students. The math standardized testing will be taken in the spring and the results will show the effectiveness of the 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**

Woodlands works with its feeder elementary schools to prepare them for the transition from the elementary school environment to the middle school setting. They are provided with information through guidance led programs prior to their entry into middle school to assist them and help them choose a course schedule for the next year. A group of our 6th grade teachers, one from each subject area, meets with the 5th grade teachers from these feeder schools to address curriculum and content in order to decrease incoming deficits in student knowledge. For our students who are transitioning to the local high school, Park Vista, there was also a meeting with a group of our 8th grade teachers and Park Vista members of the AICE program. In this meeting we were instructed by the high school teachers what necessary classes and preparations the students need to have taken care of in order to be successful. Students with plans to attend a magnet program high school work separately with the individual teachers necessary to meet the requirements for that magnet program.

**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**

Woodlands Middle School holds an annual parent night for students in the career academies as well as guidance counseling for those students who are interested in joining the career preparation programs.

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

Woodlands Middle school offers many courses that can be applied to future career goals. These classes include: medical, culinary, and technology and offer an integrated learning environment designed to provide each student with the skills and training necessary to succeed in the next level of career education.

***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***

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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary


**G1.** Woodlands Middle School will work to increase the gains of its students for Reading.

**G2.** Woodlands Middle School will work to increase gains of its students for Math.

## 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. Woodlands Middle School will work to increase the gains of its students for Reading.** 1a

 G053698

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	64.0

**Resources Available to Support the Goal** 2

- FCAT Data
- Reading Plus
- Read 180
- Intensive Reading
- Read to Write - All Content Areas Daily
- Reading Endorsed Content Teachers
- Response to Intervention
- Patterson Grant
- Compass - Course Recovery Program

**Targeted Barriers to Achieving the Goal** 3

- Transition to the new Florida State Standards.

**Plan to Monitor Progress Toward G1.** 8

Data will be collected through Reading Plus, Read 180, SRI, Benchmark Assessments, and Winter and Fall Diagnostics.

**Person Responsible**

Jeffrey Eassa


**Schedule**

Monthly, from 8/12/2014 to 5/29/2015

**Evidence of Completion**

EDW and Performance Matters reports.

**G2. Woodlands Middle School will work to increase gains of its students for Math.** 1a

 G053699

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	68.0

**Resources Available to Support the Goal** 2

- FCAT Data
- K12 Support Grant
- Before and After School Tutoring
- Additional Teaching Unit - Math Push-ins
- Response to Intervention
- Compass - Course Recovery Program

**Targeted Barriers to Achieving the Goal** 3

- Transition to the new Florida State Standards.

**Plan to Monitor Progress Toward G2.** 8

Data will be collected through Benchmark Assessments and Winter and Fall Diagnostics.

**Person Responsible**

Jeffrey Eassa

**Schedule**

Monthly, from 8/12/2014 to 5/29/2015

**Evidence of Completion**

EDW and Performance Matters reports.

## 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.** Woodlands Middle School will work to increase the gains of its students for Reading. **1**

 **G053698**

**G1.B1** Transition to the new Florida State Standards. **2**

 **B135610**

**G1.B1.S1** Professional Development focused on the implementation of the Florida State Standards. **4**

 **S147535**

### Strategy Rationale

While participating in the PD throughout the year we are going to address what the standards are, the depth of knowledge they need to be taught, the item specifications for the state standardized testing on the standards, and the resources we have at our disposal to meet our goals.

### Action Step 1 **5**

Teachers will be trained on the implementation of the Florida State Standards through monthly Professional Development meetings.

#### Person Responsible

Jeffrey Eassa

#### Schedule

Monthly, from 8/12/2014 to 5/29/2015

#### Evidence of Completion

Attendance and Participation in the PD meeting.

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

Learning Team Meetings are a more focused meeting groups where we will be able to accurately monitor that the implementation of the Florida State Standards is being done with fidelity.

### **Person Responsible**

Jeffrey Eassa

### **Schedule**

Biweekly, from 8/12/2014 to 5/29/2015

### ***Evidence of Completion***

The teachers in each Learning Team group are of similar subject area and grade level and will be able to share strategies and resources. Each Learning Team meeting has a targeted focus of achieving success in the Florida Standards by maintaining the scope and sequence provided by District and must provide data to support that they are working towards the school goal.

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

Benchmark assessments will occur to ensure that the Professional Development and Learning Team support is working to meet the Florida State Standards.

### **Person Responsible**

Jeffrey Eassa


### **Schedule**

Monthly, from 8/12/2014 to 5/29/2015


### ***Evidence of Completion***

After the benchmark assessments occur the results will be analyzed and shared with the staff in Professional Development and then sent to the Learning Team meetings to set more targeted goals. These assessments will allow the teachers to use data to target areas of weakness in the attainment of the implementation of the Florida State Standards.


**G2.** Woodlands Middle School will work to increase gains of its students for Math. 1

 G053699

**G2.B1** Transition to the new Florida State Standards. 2

 B135611

**G2.B1.S1** Professional Development focused on the implementation of the Florida State Standards. 4

 S147536

**Strategy Rationale**

While participating in the PD throughout the year we are going to address what the standards are, the depth of knowledge they need to be taught, the item specifications for the state standardized testing on the standards, and the resources we have at our disposal to meet our goals.

**Action Step 1** 5

Teachers will be trained on the implementation of the Florida State Standards through monthly Professional Development meetings.

**Person Responsible**

Jeffrey Eassa

**Schedule**

Monthly, from 8/12/2014 to 5/29/2015

**Evidence of Completion**

Attendance and Participation in the PD meeting.

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

Learning Team Meetings are a more focused meeting groups where we will be able to accurately monitor that the implementation of the Florida State Standards is being done with fidelity.

**Person Responsible**

Jeffrey Eassa

**Schedule**

Biweekly, from 8/12/2014 to 5/29/2015

**Evidence of Completion**

The teachers in each Learning Team group are of similar subject area and grade level and will be able to share strategies and resources. Each Learning Team meeting has a targeted focus of achieving success in the Florida Standards by maintaining the scope and sequence provided by District and must provide data to support that they are working towards the school goal.



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

Benchmark assessments will occur to ensure that the Professional Development and Learning Team support is working to meet the Florida State Standards.

**Person Responsible**

Jeffrey Eassa

**Schedule**

Monthly, from 8/12/2014 to 5/29/2015

**Evidence of Completion**

After the benchmark assessments occur the results will be analyzed and shared with the staff in Professional Development and then sent to the Learning Team meetings to set more targeted goals. These assessments will allow the teachers to use data to target areas of weakness in the attainment of the implementation of the Florida State Standards.

## 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	Teachers will be trained on the implementation of the Florida State Standards through monthly Professional Development meetings.	Eassa, Jeffrey	8/12/2014	Attendance and Participation in the PD meeting.	5/29/2015 monthly
G2.B1.S1.A1	Teachers will be trained on the implementation of the Florida State Standards through monthly Professional Development meetings.	Eassa, Jeffrey	8/12/2014	Attendance and Participation in the PD meeting.	5/29/2015 monthly
G1.MA1	Data will be collected through Reading Plus, Read 180, SRI, Benchmark Assessments, and Winter and Fall Diagnostics.	Eassa, Jeffrey	8/12/2014	EDW and Performance Matters reports.	5/29/2015 monthly
G1.B1.S1.MA1	Benchmark assessments will occur to ensure that the Professional Development and Learning Team support is working to meet the Florida State Standards.	Eassa, Jeffrey	8/12/2014	After the benchmark assessments occur the results will be analyzed and shared with the staff in Professional Development and then sent to the Learning Team meetings to set more targeted goals. These assessments will allow the teachers to use data to target areas of weakness in the attainment of the implementation of the Florida State Standards.	5/29/2015 monthly
G1.B1.S1.MA1	Learning Team Meetings are a more focused meeting groups where we will be able to accurately monitor that the implementation of the Florida State Standards is being done with fidelity.	Eassa, Jeffrey	8/12/2014	The teachers in each Learning Team group are of similar subject area and grade level and will be able to share strategies and resources. Each Learning Team meeting has a targeted focus of achieving success in the Florida Standards by maintaining the scope and sequence provided by District and must provide data to support that they are working towards the school goal.	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Data will be collected through Benchmark Assessments and Winter and Fall Diagnostics.	Eassa, Jeffrey	8/12/2014	EDW and Performance Matters reports.	5/29/2015 monthly
G2.B1.S1.MA1	Benchmark assessments will occur to ensure that the Professional Development and Learning Team support is working to meet the Florida State Standards.	Eassa, Jeffrey	8/12/2014	After the benchmark assessments occur the results will be analyzed and shared with the staff in Professional Development and then sent to the Learning Team meetings to set more targeted goals. These assessments will allow the teachers to use data to target areas of weakness in the attainment of the implementation of the Florida State Standards.	5/29/2015 monthly
G2.B1.S1.MA1	Learning Team Meetings are a more focused meeting groups where we will be able to accurately monitor that the implementation of the Florida State Standards is being done with fidelity.	Eassa, Jeffrey	8/12/2014	The teachers in each Learning Team group are of similar subject area and grade level and will be able to share strategies and resources. Each Learning Team meeting has a targeted focus of achieving success in the Florida Standards by maintaining the scope and sequence provided by District and must provide data to support that they are working towards the school goal.	5/29/2015 biweekly

## 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.*

**G1.** Woodlands Middle School will work to increase the gains of its students for Reading.

**G1.B1** Transition to the new Florida State Standards.

**G1.B1.S1** Professional Development focused on the implementation of the Florida State Standards.

### PD Opportunity 1

Teachers will be trained on the implementation of the Florida State Standards through monthly Professional Development meetings.

#### Facilitator

Jeff Eassa

#### Participants

All Teachers and Support Staff

#### Schedule

Monthly, from 8/12/2014 to 5/29/2015

**G2.** Woodlands Middle School will work to increase gains of its students for Math.

**G2.B1** Transition to the new Florida State Standards.

**G2.B1.S1** Professional Development focused on the implementation of the Florida State Standards.

### PD Opportunity 1

Teachers will be trained on the implementation of the Florida State Standards through monthly Professional Development meetings.

#### Facilitator

Jeff Eassa

#### Participants

All Teachers and Support Staff

#### Schedule

Monthly, from 8/12/2014 to 5/29/2015

## Technical Assistance Items

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