

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: WELLINGTON LANDINGS MIDDLE

District Name: Palm Beach

Principal: Blake Bennett

SAC Chair: Nancy Courtney

Superintendent: Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 11/26/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Blake Bennett	BS - Education MS - Ed. Leadership  FL Certifications: ESE K-12, Educational Leadership (All Levels), School Principal (All Levels)	1	5	Principal of Wellington Landings Middle School:  2012: Grade A Reading High Standards 79%-Learning Gains 74%- Lowest 73% Math High Standards 82%- Learning Gains 86%- Lowest 83%  Assistant Principal of Boynton Beach High from 2007-2011:  2011: Grade(pending) Reading High Standards 28%-Learning Gains 42%- Lowest 48% Math-High Standards 60% Learning Gains 70% Lowest 25% 61%; AYP 72%  2010: Grade B Reading High Standards 25%-Learning Gains 37%-Lowest 37% Math-High Standards 56% Learning Gains 67% Lowest 25% 70%; AYP 72%  2009: Grade C Reading High Standards 22%-Learning Gains 44%-Lowest 54%

					<p>Math-High Standards 55% Learning Gains 73% Lowest 25% 84%; AYP 85%</p> <p>2008: Grade D Reading High Standards 20%-Learning Gains 41%-Lowest 42% Math-High Standards 48% Learning Gains 70% Lowest 25% 77%; AYP 64%</p>
Assis Principal	Gay Prater	<p>BS – Education/Language Arts M. Ed. – Guidance and Counseling K-12</p> <p>FL Certifications: Language Arts, Guidance K-12, Administration and Supervision, ESOL and Reading Endorsements.</p>	19	25	<p>Assistant Principal of Wellington Landings Middle School:</p> <p>2012: Grade A Reading High Standards 79%-Learning Gains 74%- Lowest 73% Math High Standards 82%- Learning Gains 86%- Lowest 83%</p> <p>2011: Grade A Reading High Standards 89%-Learning Gains 70%-Lowest 75% Math-High Standards 92% Learning Gains 85% Lowest 86% 61%; AYP 92%</p> <p>2010: Grade A Reading High Standards 89%-Learning Gains 76%-Lowest 78% Math-High Standards 90% Learning Gains 84% Lowest 25% 81%; AYP 95%</p> <p>2009: Grade A Reading High Standards 89%-Learning Gains 75%-Lowest 80% Math-High Standards 90% Learning Gains 87% Lowest 81% 72%; AYP 92%</p> <p>2008: Grade A Reading High Standards 87%-Learning Gains 69%-Lowest 65% Math-High Standards 85% Learning Gains 78% Lowest 68%; AYP 95%</p>
Assis Principal	Damian Milanak	<p>BA – Health Education MS – Ed. Leadership</p> <p>FL Certifications: Health, Science 5-9, School Principal</p>	4	23	<p>Assistant Principal of Wellington Landings Middle School:</p> <p>2012: Grade A Reading High Standards 79%-Learning Gains 74%- Lowest 73% Math High Standards 82%- Learning Gains 86%- Lowest 83%</p> <p>2011: Grade A Reading High Standards 89%-Learning Gains 70%-Lowest 75% Math-High Standards 92% Learning Gains 85% Lowest 86% 61%; AYP 92%</p> <p>2010: Grade A Reading High Standards 89%-Learning Gains 76%-Lowest 78% Math-High Standards 90% Learning Gains 84% Lowest 25% 81%; AYP 95%</p> <p>2009: Grade A Reading High Standards 89%-Learning Gains 75%-Lowest 80% Math-High Standards 90% Learning Gains 87% Lowest 81% 72%; AYP 92%</p> <p>2008: Grade A Reading High Standards 87%-Learning Gains 69%-Lowest 65% Math-High Standards 85% Learning Gains 78% Lowest 68%; AYP 95%</p>
Assis Principal	Lindsay Stafford	<p>BA- Psychology MS- Ed. Leadership</p> <p>FL Certifications: ESE K-12, Educational Leadership (All Levels)</p>			<p>ESE Coordinator of Lantana Middle School 2007-2012:</p> <p>2012: Grade A Reading High Standards 54%-Learning Gains 70%-Lowest 71% Math High Standards 61%-Learning Gains 71%-Lowest 66%</p> <p>2011: Grade A Reading High Standards 61%-Learning Gains 65%-Lowest 65% Math High Standards 74%-Learning Gains 81%-Lowest 78%</p>

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
--------------	------	-----------------------------	------------------------------	--------------------------------------	---

Wellington Landings Middle School does not have any coaches					
---	--	--	--	--	--

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Recruiting at district and local university job fairs. Referrals from colleagues and district personnel.	Principal and AP's	On-going	
2	Regular meetings with new staff, administration, ESP Contact, Mentor, and B-TAP teachers. All new staff paired with a mentor/veteran teacher.	All Staff	On-going	
3	All new staff paired with a mentor/veteran teacher.	All Staff	On-going	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4% (3)	Resources for obtaining highly effective teaching requirements are provided to teachers with a plan on how to obtain this by administration.

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
76	6.6%(5)	19.7%(15)	26.3%(20)	47.4%(36)	36.8%(28)	81.6%(62)	31.6%(24)	6.6%(5)	57.9%(44)

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sarah Prescott	Darrin Vogeli	Science department chair will be the science teacher's mentor	Scheduled observations and conferences as part of our Educator Support Program
		Reading	

Lois Weber	Eboni Honer	department chair will be the reading/ESE teacher's mentor	Scheduled observations and conferences as part of our Educator Support Program
Margie Walsh	Christopher Cartagena	Social Studies department chair will be the social studies teacher's mentor	Scheduled observations and conferences as part of our Educator Support Program

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Required instruction listed in FL statute 1003.42(2), as applicable to appropriate grade levels.

## Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, school psychologist, classroom teacher, and guidance staff.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team.

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, inclusion facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

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.

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. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%

Strengths and weaknesses of intensive programs

Mentoring, tutoring, and other services

Professional development for the SAC members on the RtI/MTSS process.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on

deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%

Strengths and weaknesses of intensive programs

Mentoring, tutoring, and other services

Professional development for the SAC members on the RtI process.

Midyear data:

Scholastic Reading Inventory (SRI)

Palm Beach County Fall Diagnostics

Palm Beach County Winter Diagnostics

Palm Beach Writes

Progress Monitoring and Reporting Network (PMRN)

End of year data:

Florida Assessment for Instruction in Reading (FAIR) for students in reading class.

Scholastic Reading Inventory (SRI)

Florida Comprehensive Assessment Test (FCAT)

FCAT Writes

FCAT Scores

Describe the plan to train staff on MTSS.

Professional development will be offered to staff during designated professional development.

These in-service opportunities will include, but are not limited to, the following:

Problem Solving Model

Consensus building

Positive Behavioral Intervention and Support

Data-based decision-making to drive instruction

Progress monitoring

Selection and availability of research-based interventions

Tools utilized to identify specific discrepancies in reading

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

The school-based MTSS Leadership team will meet regularly to discuss and follow specific targeted student needs and intervention progress. Stakeholders will be updated with their progress. The team will use the Problem Solving Model\* to support the process at all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, inclusion facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal, Asst. Principal for Language Arts, Reading Teachers, and all Department Heads.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT will meet monthly to determine necessary teacher training, disaggregate data, target students for reinforcement and enrichment, and/or determine literacy strategies that will be taught to our students across the curriculum.

What will be the major initiatives of the LLT this year?

The major initiative of the LLT this year is for our students to achieve proficiency on diagnostics and FCAT. We will focus on

improved writing proficiency through school-wide writing instruction. Also, the LLT will ensure that direct instruction involving reading strategies such as Question and Answer Relationship, Search and Destroy, Chunking, Interactive Word Walls, Reading Counts (with incentives), and school-wide vocabulary strategies are provided to students across all curriculums. A school-wide reading program will also be implemented.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

We will focus on improved writing proficiency through school-wide writing instruction and professional development. Direct instruction involving reading strategies such as Question and Answer Relationship, Search and Destroy, Chunking, Interactive Word Walls, Reading Counts (with incentives), and school-wide vocabulary strategies will be provided to students across all subject areas.

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

### Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	In SY13, WLMS will increase its percentage of students achieving level 3 on FCAT 2.0 in reading by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 32%(383) of WLMS students achieved a level 3 on the FCAT 2.0 reading.	In SY13, 34%(411) of WLMS students will achieve a level 3 on the FCAT 2.0 reading.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiation of instruction to meet the diverse needs of all of our students.  Loss of academic reinforcement period (AR) for school-wide lessons	Increase delivery of reading strategy lessons in Science, Social Studies, Language Arts and selected electives after receiving modeled lessons during PLT's and PD meetings.  Implement school wide structured vocabulary instruction through "Gator Glossary" Word of the Day strategy, implement the QAR reading strategy in all classrooms, and use the "Wordly Wise" vocabulary books in all language arts classes.  Implement Cornell notes through social studies classes to teach consistent note-taking skills and summarizing skills.	Principal, assistant principals, department heads, team leaders, PD team	Diagnostic Data as well as school-based mini assessments will be reviewed to track overall proficiency trends.	Diagnostic tests, FCAT 2.0 reading, formative assessments,
2	New grading system (cut scores) and the redistribution of achievement level ranges.	Piloting Reading Plus program in all reading and language arts classes.	Principal, AP's, department heads, team leaders	Diagnostic data, formative assessments, Reading Plus data	diagnostic tests, FCAT 2.0 reading, formative assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:	
-----------------------------------	--



Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In SY13, WLMS will increase its percentage of students who achieve a level 4,5, or 6 and participate in the FAA for reading by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 19%(6)of students who participated in the FAA for reading achieved a level 4,5,or 6.	In SY13, 21%(7) of students who participate in the FAA for reading will achieve a level 4,5, or 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students individual behavioral and communication needs may interfere with the delivery of instruction in class.	Small group/individualized instruction to students to ensure delivery of instruction.  Infusion of communication interventions and devices within the class setting.  PCI research based reading program implemented school-wide for FAA students.	Principal, AP over ESE, ESE Coordinator	Brigance Inventory, Practice FAA materials, individual class assessments.	FAA for reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of WLMS students scoring "above proficiency" on the SY13 FCAT 2.0 reading test will improve by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 47%(572) of students at WLMS scored "above proficiency" on FCAT reading	In SY13, at least 48%(580) of all WLMS students will score "above proficiency" on FCAT reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On average, the top 75% of our current Level 3, and none of our current Level 4 and Level 5 FCAT reading students are enrolled in a Reading course.	Reading Plus program implemented throughout language arts classes.  Utilize FCAT explorer in all reading/language arts classes for computer based practice	Principal, Assistant Principals, Department Heads	Continuous monitoring of student performance through diagnostic testing and school based formative assessments	Diagnostic testing, FCAT 2.0, and formative assessments.
2	Availability of technology and resources for all students.	Continued focus and ongoing reading strategy instruction will be delivered through science, social studies, language arts, and selected elective courses to ensure that our proficient and above proficient students' skills	Principal, Assistant Principals, Department Heads	Continuous monitoring of student performance through diagnostic testing and school based formative assessments	Diagnostic testing, FCAT 2.0, and formative assessments

		maintain proficiency.  School-wide strategic instruction implementation in content areas on targeted skills.		
--	--	--	--	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	In SY13, WLMS students who participate in FAA for reading and achieve a level 7 or higher will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 12, 52%(16) of WLMS students who participated in FAA for reading achieved a level 7 or higher.	In SY13, 53%(17) of WLMS students who participate in the FAA for reading will achieve a level 7 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students individual behavioral and communication needs may interfere with the delivery of instruction in class.	Small group/individualized instruction to students to ensure delivery of instruction.  Infusion of communication interventions and devices within the class setting.  PCI research based reading program implemented school-wide for FAA students.	Principal, AP over ESE, ESE Coordinator	Brigance Inventory, Practice FAA materials, individual class assessments.	FAA for reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	In SY13, WLMS will increase its percentage of students making Learning Gains in reading by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 73%(760) of WLMS students made Learning Gains in reading.	In SY12, 75%(907) of WLMS students will make Learning Gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On average, the top 75% of our current Level 3, and none of our current Level 4 and Level 5 FCAT	Implementation of individual data chats with students through our language arts classes to	Language Arts teachers, Assistant Principals, Principal	Observation of chats and record of individual SAL-P reports kept in data binder	Diagnostic Scores, SRI tests, formative assessments,

	reading students are enrolled in a Reading course.	review progress and set personal learning goals.			FCAT 2.0 Reading
2	Increased need/less availability of computer labs for practice on campus.	Diferentiated instruction (RIM) will be used in level 1 and 2 reading classes.  Individual data chats with students through langauge arts and reading to review and plan personal goals.  Continue implementation of Wilson reading program.	Language Arts teachers, Assistant Principals, Principal	Observation of chats and record of individual SAL-P reports kept in data binder	Diagnostic Scores,SRI tests, formative assessments, FCAT 2.0 Reading
3	Transportation issues, some students are not able to participate in afterschool assistance or tutorial programs.	Additional reading teacher has been assigned to teach ESE reading class utilizing Wilson reading program.  Piloting Reading Plus program through language arts.	Language Arts teachers, Assistant Principals, Principal	Observation of chats and record of individul SAL-P reports kept in data binder	Diagnostic Scores,SRI tests, formative assessments, FCAT 2.0 Reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	In SY13, WLMS student who participate in the FAA for reading and make learning gains will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 12, 29%(9) WLMS students who participate in the FAA for reading made a learning gain.	In SY13, 32%(10) WLMS students who particpate in the FAA for reading will make a learning gain.

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students individual behavioral and communication needs may interfere with the delivery of instruction in class.	Small group/individualized instruction to students to ensure delivery of instruction.  Infusion of communication interventions and devices within the class setting.  PCI research based reading program implemented school-wide for FAA students	Principal, AP over ESE, ESE coodinator	Brigance Inventory, Practice FAA materials, individual class assessment	FAA for reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	In SY13, WLMS will increase its percentage of students making progress in the lowest 25% in reading by 2%.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 70%(948) of the lowest 25% of students at WLMS made learning gains in reading.	In SY13, 72%(846) of the Lowest 25% of students at WLMS will make Learning Gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students in the Lowest 25% will not have the time needed during the regular school day to remediate and support their individual reading weaknesses.	Provide targeted interventions for students needing additional reading supports, including small group tutorials (before/after school, Saturdays, and pull-out) differentiated instruction and Single School Culture for Academics targeted initiatives.	Principal, APs, Reading teachers	Student progress is assessed through district diagnostic reports, SRI reports, Read 180 student assessment reports, and Reading Plus reports.	Progress towards benchmark mastery utilizing diagnostic data, formative assessments, as well as READ180 data.
2	Many students in the lowest 25% need additional support during the regular school day.	Additional reading programming for students in the lowest 25%, Implementation of Wilson reading program, Piloting Reading Plus school-wide, Creative scheduling with the reading block.	Principal, APs, Reading teachers	Student progress is assessed through district diagnostic reports, SRI reports and Read 180 student assessment reports, and formative assessments.	Progress towards benchmark mastery utilizing diagnostic data, as well as READ180 data.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By 2017, WLMS will reduce our achievement gap by at least 50%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	79	83	85	87	88	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	In SY13, WLMS will increase reading proficiency for each student subgroup according to the annual measurable objectives.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, the white subgroup achieved 82%(595), black student subgroup achieved 62% (94), Hispanic subgroup achieved 77%(227), and Asian subgroup achieved 78%(24) proficiency on reading FCAT 2.0.	In SY13, the white subgroup will achieve 87%(610), black student subgroup will achieve 64% (97), Hispanic subgroup will achieve 83%(245), and Asian subgroup will achieve 83% (26) proficiency on reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Many of our students in	Provide additional time	Principal, APs,	Student progress is	Student

1	subgroups will not have the time needed during the regular school day to remediate and support their individual reading weaknesses.	before/during/after school to use resources and additional academic support(computer lab, HW assistance, tutorials)	teachers, Afterschool Director	monitored through district diagnostic reports, SRI reports, formative assesments, and FAIR testing.	performance on a variety of district and state assessment tools - FAIR, SRI, Diagnostic tests, and FCAT Reading
2	Many of our students in the black subgroup need additional support throughout the school day	Increase implementation of a mentoring program at WLMS in which targeted students will be assigned to faculty members to meet at different times throughout the school year and provide additional support and guidance.	Guidance and Administrative Team	Mentoring logs completed by the mentors/faculty members	Student performance on diagnostic and FCAT Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	WLMS only has 14 ELL students so we are not required to complete this section.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In SY13, WLMS SWD students will increase their proficiency by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 71%(232) of SWD students at WLMS achieved proficiency on FCAT 2.0 reading.	In SY13, 73%(239) of SWD students at WLMS will achieve proficiency on FCAT 2.0 reading.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
ESE students not demonstrating yearly progress in reading are in need of additional	Implement Wilson in a double reading block with targeted students.	Principal, APs, District support, Reading Teachers	Student progress is monitored through diagnostics, FAIR, SRI, classroom assessments.	Progress towards benchmark mastery utilizing diagnostic, SRI,

1	support, interventions and materials	Increased classes for support facilitation in social studies/science.  Implementation of Reading Plus program in all reading/language arts classes.  Continued implementation of Read 180 program for reading students.			FAIR, and FCAT 2.0 reading
2	Proper execution of the inclusion model	Provide teachers with the opportunity to attend district trainings and become more knowledgeable about the roles and responsibilities of the ESE facilitative support teacher	Principal, ESE Department Head	Feedback forms from those teachers that participated in the inclusion model, ESE facilitation and consultation logs and documentation and classroom walk throughs	Proficiency rates of our SWD subgroup on the FCAT SSS Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	In SY13, WLMS economically disadvantaged students will show a 2% gain in proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 67%(270) of WLMS economically disadvantaged students achieved proficiency.	In SY13, 73%(278) of WLMS economically disadvantaged students will achieve proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many economically disadvantaged student may need additional materials, support, and interventions	Implementation of the Reading Plus program throughout all language arts/reading classes.  Before/after school and Saturday targeted tutorials.  Data chats with students throughout the year to determine individual needs and goals.	Principal, AP's, Language Arts/Reading dept head, afterschool director	diagnostic data, SRI, FAIR, classroom assessment	diagnostics, SRI, FAIR, FCAT2.0

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
------------------------------------	---------------------	----------------------------------	---	--	-----------------------------------	---

Reading Plus Training	Reading/Language Arts 6-8	Reading Plus Trainer	Principal, AP, Reading/Language Arts teachers	September 2012	ongoing data analysis	Principal, AP, Department heads
Best strategies for intensive reading teachers	Reading 6-8	Reading dept head and team leader	Reading teachers	October/November 2012	Ongoing data analysis	Principal, AP, Dept Head
Wilson Training	Reading ESE	District representative	Danielle McMasters	September 2012	Ongoing data analysis	Principal, AP, Dept head

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize engaging materials to enhance fluency comprehension and fluency skills.	Scholastic Magazine "Action"	Reading department fundraiser	\$500.00
Utilize supplementary materials to target the different format of FCAT 2.0	Buckledown reading program for reading students grades 6-8	Reading department fundraiser, student donations	\$4,500.00
Utilize supplementary materials to target an increase in vocabulary skills school-wide	Wordly Wise vocabulary program for language arts students 6-8	Reading department fundraiser, student donations	\$9,000.00
Subtotal:			\$14,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize school-wide reading program that addresses all reading levels for remediation and enrichment	Reading Plus program	PTO	\$4,600.00
Subtotal:			\$4,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Small group tutorial	Reading teachers will work with small groups of students before/after school or on Saturdays to address areas of weakness.	School Improvement Funds	\$2,500.00
Subtotal:			\$2,500.00
Grand Total:			\$21,100.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	WLMS only has 14 ELL students so we are not required to complete this section.
2012 Current Percent of Students Proficient in listening/speaking:	

n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

WLMS only has 14 ELL students so we are not required to complete this section.

2012 Current Percent of Students Proficient in reading:

n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

WLMS only has 14 ELL students so we are not required to complete this section.

2012 Current Percent of Students Proficient in writing:

n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				



CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of CELLA Goals*

## Middle School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	In SY12, WLMS will increase its percentage of student proficiency in math by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 29% (356) of students at WLMS achieved proficiency at achievement level 3 in the area of math for the 2012 FCAT 2.0.	In SY13, 31% (375) of WLMS students will achieve proficiency at achievement level 3 in the area of math for the 2012 FCAT 2.0.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 1 and 2 FCAT 2.0 Math students will need additional math support and remediation for close the gap towards proficiency.	V math will be used in intensive math classes and offered to all students who scored a level 1 or 2 on SY12 math FCAT 2.0 and are not required to be scheduled in a double block of reading.	Principal, department heads, and teachers	Student progress is addressed through district diagnostic reports and comprehension check assignments.	Progress toward benchmark mastery utilizing diagnostic data, comprehension check assessments, and benchmark assessment portfolios.
2	Many math students may need additional remediation and practice beyond what can be offered during the regular school day.  Many students requiring intensive math are already enrolled in a required double block of reading.	Targeted interventions for students not responding to core plus supplementary math supports will attend small group tutorials before/after school or on Saturdays.	Administration and math department.	Student progress is addressed through district diagnostic reports and comprehension check assignments.	Progress toward benchmark mastery utilizing diagnostic data, comprehension check assessments, and benchmark assessment portfolios.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	In SY13, WLMS will increase its percentage of FAA students scoring levels 4,5, and 6 in mathematics by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 13% (4) of FAA students at WLMS scored proficient at levels 4,5, and 6.	In SY13, 15% of FAA students at WLMS will score proficient at levels 4,5,and 6.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students individual	Small group/individualized	Principal, AP over	Brigance Inventory,	FAA for math

1	behavioral and communication needs may interfere with the delivery of instruction in class.	instruction to students to ensure delivery of instruction.  Infusion of communication interventions and devices within the class setting.  Touch math and manipulatives are being used for instruction with students participating in the FAA.	ESE, ESE Coordinator	Practice FAA materials, individual class assessment	
---	---	--	----------------------	---	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	In SY13, WLMS will increase its percentage of "above proficiency" students by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 53% (641) of WLMS students scored "above proficiency" on FCAT 2.0 math	In SY13, 55% (665) of WLMS students will score "above proficiency" on FCAT math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	"Gaps" created by the new FCAT 2.0 math test are not being addressed by remediation outside of the regular curriculum pacing.	By grade level, math teachers will utilize differentiated instruction and secondary benchmark instruction to remediate identified skill deficits.	Math Department	Diagnostic testing, aligned with the NGSSS, will be monitored. Classroom walkthroughs will ensure compliance with grade level plan.	Diagnostic test results, comprehension check results, classroom walkthrough observations, and benchmark assessment portfolios.
2	Enrichment and higher order thinking skills activities do not occur as often as they should.	Provide varying enrichment activities, clubs, and critical thinking opportunities for students.	Math and Afterschool Department	Classroom walkthroughs to monitor critical thinking opportunities in the math classes, afterschool attendance, and agendas.	Classroom walkthroughs, attendance, agendas, and benchmark assessment portfolios.
3	Students achieving above level proficiency may have limited opportunities for critical thinking skills related to the mathematical process.	The SECME club will be offered to students to provide enrichment activities in the areas of science, technology, mathematics, and engineering	Principal, Afterschool Director	Agendas, attendance	Performance on diagnostic testing and FCAT 2.0 math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	In SY13, WLMS will increase its percentage of FAA students achieving level 7 and above in mathematics by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In SY12, 58% (18) of FAA students achieved a level 7 or above on the Florida Alternate Assessment for mathematics.			In SY13, 60% (19) of FAA students will achieve a level 7 or above on the Florida Alternate Assessment for mathematics.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students individual behavioral and communication needs may interfere with the delivery of instruction in class.	Small group/individualized instruction to students to ensure delivery of instruction.  Infusion of communication interventions and devices within the class setting.  Touch Math and manipulatives used in the class setting for delivery of math instruction.	Principal, AP over ESE, ESE coordinator	Brigance Inventory, Practice FAA materials, individual class assessment	FAA for math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	In SY13, WLMS will increase its percentage of students making learning gains in math by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 85% (891) of students at WLMS made learning gains on FCAT 2.0 math.	In SY13, 87% (1052) of WLMS students will make learning gains on FCAT 2.0 math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The change in FCAT to reflect the NGSSS will result in possible learning "gaps" for all students.	Math grade level teachers, will utilize differentiated instruction and secondary benchmark instruction to remediate skill deficits identified.	Math Department and Principal	New diagnostic testing, aligned with the NGSSS will be monitored to trends. Classroom walkthroughs will ensure compliance with grade level plan.	Diagnostic test results, comprehension check results, classroom walkthrough observations, and benchmark assessment portfolios.
2	Lack of identification of weaknesses based on data.	Guided disaggregation of data during professional development and professional learning team meetings.	Principal, PDD Team, and Math Department	Effectiveness will be monitored by the strategies created following the disaggregation of the data, individualized data chats with students to set personal goals, and student directed monitoring of benchmark mastery.	Diagnostic and FCAT results, documented student data chats, and benchmark assessment portfolios.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	In SY13, WLMS will increase its learning gains of student's participating in the Florida Alternate Assessment for math by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 52% (16) of student who participate in the Florida Alternate Assessment for math made a learning gain.	In SY12, 54% (17)of students participating in the Florida Alternate Assessment for math will show a learning gain.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students individual behavioral and communication needs may interfere with the delivery of instruction in class	Small group/individualized instruction to students to ensure delivery of instruction.  Infusion of communication interventions and devices within the class setting.  Touch Math and manipulatives used in the class setting for delivery of math instruction.	Principal, AP over ESE, ESE coordinator	Brigance Inventory, Practice FAA materials, individual class assessment	FAA for math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	In SY13, WLMS will increase its percentage of students in the Lowest 25% making Learning Gains by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 78% (1056) of WLMS Lowest 25% math students made Learning Gains on FCAT math, representing an increase of 9% over SY09.	In SY13, 80%(967) of WLMS Lowest 25% math students will made Learning Gains on FCAT math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 1 and Level 2 FCAT math students will need additional math support and remediation to close the gap towards proficiency.	V-Math will be offered through intensive math classes to all students who scored L1 or L2 on 2012 FCAT math who are not required to attend the double block of intensive reading.	Principal and Math Department	Student progress is assessed through district diagnostic reports and comprehension check assessments.	Progress towards benchmark mastery utilizing diagnostic data, comprehension check assessments, and benchmark assessment portfolios.
	Many math students may need additional remediation and practice beyond what can be	Targeted interventions for students not responding to core plus supplementary math	Principal and Math Department	Student progress is assessed through comprehension check assessments and district	Progress towards benchmark mastery utilizing diagnostic,

2	offered during the regular school day.	supports, utilizing small group tutorials before/after school or Saturdays based on individual student needs.	diagnostic reports	comprehension check assessment data, and benchmark assessment portfolios.
---	--	---	--------------------	---

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # By 2017 WLMS will achieve 93% proficiency in math.
--	--

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	82	88	90	91	92	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	In SY13, WLMS will increase math proficiency each student subgroup according to the annual measurable objective.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, the white subgroup achieved 87%(627), black student subgroup achieved 63% (95),Hispanic subgroup achieved 80%(230),and Asian subgroup achieved 81%(24) proficiency on math FCAT 2.0.	In SY13, the white subgroup will achieve 92%(631), black subgroup will achieve 70%(96), Hispanic subgroup will achieve 87%(236), and Asian subgroup will achieve 91%(25) proficiency on math FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of our students in the black subgroup need additional support throughout the school day.	Increase implementation of a mentoring program at WLMS in which targeted students will be assigned to faculty members to meet at different times throughout the school year and provide additional support and guidance.	Guidance and Administrative Team	Mentoring logs completed by the mentors/faculty members.	Student performance on diagnostic and FCAT Assessments.
2	Level 1 and Level 2 FCAT math students in this subgroup will need additional math support and remediation to close the gap towards proficiency.	V-Math will be used through intensive math classes and offered to all students who scored L1 or L2 on 2012 FCAT math who are not required to be attend the double block of intensive reading.	Principal and Math Department	Student progress is assessed through district diagnostic reports and comprehension check assessments.	Progress towards benchmark mastery utilizing diagnostic data and comprehension check assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	WLMS only has 14 ELL students so we are not required to complete this section.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	In SY13, WLMS increase proficiency of SWD subgroup by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 77% (251) of our SWD scored proficient on FCAT 2.0 math.	In SY13, at least 80% (261) of SWD will achieve proficiency on the math FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 1 and Level 2 FCAT math SWD will need additional math support and remediation to close the gap towards proficiency.	V-math will be used in intensive math classes and offered to all SWD who scored L1 or L2 on 2010 FCAT math who are not required to be scheduled in the double block of intensive reading.	Principal and Math Department	Student progress is assessed through comprehension checks and district diagnostic reports.	Progress towards benchmark mastery utilizing diagnostic, comprehension check data, and benchmark assessment portfolio.
2	Many L1 FCAT math SWD will need more intensive core instruction with a certified ESE teacher to be successful.	SWD will have access to a full continuum of service models in math including small group direct "content-equivalent" ESE math instruction based on individual student need.	ESE Coordinator and Principal	Student progress is assessed through comprehension checks and district diagnostic reports.	Progress towards benchmark mastery utilizing diagnostic, comprehension check data, and benchmark assessment portfolio.
3	Many SWD will need additional remediation not available during regular school hours to become proficient.	Targeted interventions for SWD not responding to core plus supplementary math supports, utilizing small group tutorials before/ after school or Saturdays based on individual student needs.	Principal, ESE Coordinator, and Math Teachers	Student progress is assessed through comprehension checks and district diagnostic reports.	Progress towards benchmark mastery utilizing diagnostic, comprehension check data, and benchmark assessment portfolio.
	Many SWD will need additional remediation and will not be able to attend tutorials.	Targeted intervention seminars instructed by ESE strategists with focused data chats.	Principal, ESE Coordinator, and ESE Staff	Student will meet personal goal from data chat. Student progress is assessed through	Progress towards benchmark mastery utilizing diagnostic,

4			comprehension checks and district diagnostic reports.	comprehension check data, and benchmark assessment portfolio.
---	--	--	---	---

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In SY13, WLMS economically disadvantaged students will increase proficiency on FCAT 2.0 math by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 12, WLMS economically disadvantaged students achieved 70%(282) proficiency on FCAT 2.0 math.	In SY 13, WLMS economically disadvantaged students will achieve 79%(294) proficiency on FCAT 2.0 math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 1 and Level 2 FCAT math economically disadvantaged will need additional math support and remediation to close the gap towards proficiency.	V-math in intensive math classes will offered to all economically disadvantaged students who scored level 1 or 2 on SY12 FCAT 2.0 for math and who are not required to participate in the double block of reading.	Principal and math department	Student progress assessed through comprehension checks, district diagnostic reports, and benchmark assessment portfolios.	Progress toward benchmark mastery utilizing diagnostics, comprehension check data, and benchmark assessment portfolios.
2	Many economically disadvantaged students will need additional remediation not available during regular school hours.	Target intervention for economically disadvantaged students not responding to core plus supplementary math supports through before/after school and Saturday tutorials.	Principal, math department, and after school coordinator	Student progress assessed through comprehension checks, district diagnostic reports, and benchmark assessment portfolios.	Progress toward benchmark mastery utilizing diagnostics, comprehension check data, and benchmark assessment portfolios.

End of Middle School Mathematics Goals

## Algebra End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In SY13, the number of student who achieve a level 3 on the Algebra EOC will decrease by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 19% (40) of student who participated in the Algebra EOC achieved a level 3.	In SY13, 17% (42) will achieve a level 3 on the Algebra EOC.
Problem-Solving Process to Increase Student Achievement	



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrichment and higher order thinking skills activities do not occur as often as they should.	Provide varying enrichment activities, clubs, and critical thinking activities for students.  STEM elective class	Math and afterschool departments.	Classroom walkthroughs to monitor critical thinking activities in the math classes and attendance/agendas for afterschool activities provided.	Classroom walkthroughs, attendance, and agendas.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	In SY13, WLMS students who participate in Algebra will show an increase of 2% for achieving level 4 and above on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 12, 81% (171) of WLMS students who participated in the Algebra EOC achieved a level 4 or higher.	In SY 13, 83%(204) of WLMS students who participate in the Algebra EOC will achieve a level 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrichment and higher order thinking skills activities do not occur as often as they should.	Provide varying activities, clubs, and critical thinking opportunities for students.	Math and afterschool departments.	Classroom walkthroughs monitoring critical thinking opportunities in the math classes and afterschool agendas/attendance.	Classroom walkthroughs, afterschool agendas, attendance.
2	Students achieving above level proficiency may have limited opportunities for critical thinking skills related to the mathematical process	The SECME club will be offered to students to provide enrichment activities in the areas of science, technology, mathematics, and engineering.  STEM elective class.	Principal, afterschool director	Agendas, attendance	Performance on diagnostic testing and the Algebra EOC

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	In SY13, 100% of WLMS Geometry students will achieve a level 3 or higher on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 100%(13) of students who participated in the Geometry EOC achieved a level 3.	For SY13, 100% (20) of students who will participate in the Geometry EOC will achieve a level 3 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrichment and higher order thinking skills activities do not occur as often as they should.	Provide varying enrichment activities, clubs, and critical thinking opportunities for students	math and afterschool department	classroom walkthrough to monitor critical thinking opportunities through math class, afterschool agendas and attendance.	classroom walkthroughs, attendance, agendas, and benchmark assessment portfolios
2	Students achieving above level proficiency may have limited opportunities for critical thinking skills related to the mathematical process.	The SECME club and STEM elective class will be offered to students to provide enrichment activities in the areas of science, technology, mathematics, and engineering	Principal, Afterschool Director	Agendas, attendance	Performance on diagnostic testing and the Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	At this time the Geometry EOC scores have not been leveled. 100% of WLMS students who participated in the Geometry EOC showed proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Geometry EOC Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NGSSS; math curriculum and resources	6-8 Math	Department Heads	All math teachers through PLT meetings	PLT's- every second and fourth Tuesday of every month. PDD's- Sept 13 Oct 11 Nov 6	Classroom instructional reviews, lesson plan checks, and classroom walkthroughs.	Principal

				Dec 6 Jan 24 Feb 19 March 7		
Clicker system	6-8 Math	Department Heads	All math teachers	November 6 PDD	Classroom instructional reviews, lesson plan checks, and classroom walkthroughs.	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student portfolios for remediation and reassessment	Paper, file folders, and labels	General activities	\$700.00
			Subtotal: \$700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Small group math tutorial	Teachers will provide before/after school and Saturday tutorial sessions to identified math students in need of additional remediation.	grant	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$3,200.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		In SY13, WLMS will increase its percentage of student proficiency in Science by 3%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In SY12, 46%(176) of students at WLMS achieved a level 3 on FCAT Science.		In SY13, 49%(195)of the students at WLMS will acheive a level 3 on FCAT Science.			
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students have difficulty applying knowledge gained in 6th and 7th grades that is not repeated in the 8th grade curriculum.	Teachers will include 10-20% of the review material in each unit taught to fill this gap. Teachers will provide real life experiences and hands-on lab experiences that utilize the scientific method as a problem-solving technique to support the NGSSS. The created labs will be implemented with fidelity.	Principal, AP in charge of science, science teachers.	Classroom tests, formative assessments, and science diagnostic tests will be monitored for growth in the targeted strands.	CORE K12, formative assessments, science diagnostic tests
2	Students achieving proficiency may have limited real life experiences with the scientific method.	A Science Fair will provide participating students with hands-on creative science enrichment projects and activities which will augment a comprehensive understanding of the scientific method.	Science Fair Chair, Science Teachers	Timetables, checklists, scoring rubric, and presentation and participation.	Participation rate and FCAT Science results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	In SY13, WLMS will increase its percentage of FAA science students who achieve a level 4,5,or 6 by one student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 12%(1) of WLMS students who participated in the FAA for science achieved a level 4,5,or 6.	In SY13, 33% (2) of WLMS students who participate in the FAA for science will achieve a level 4,5,or 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students individual behavioral and communication needs may interfere with the delivery of instruction in class.	Small group/individualized instruction to students to ensure delivery of instruction.  Infusion of communication interventions and devices within the class setting.  Hands-on and functional learning activities to present the scientific method.  Students will do a class project to utilize and understand the scientific method and participate in the "Very Special Science Fair."	Principal, AP over ESE, ESE Coordinator	Practice FAA materials, individual class assessments.	FAA for science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	In SY13, WLMS will increase its percentage of "above proficiency" students by 3% on FCAT Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 30%(114) of 8th grade students at WLMS scored "above proficient" on FCAT Science.	In SY13, 33%(131) of students at WLMS will score "above proficient" on FCAT Science

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of our top 8th grade students are enrolled in the Earth & Space science (HS credit) course, which is not aligned with the 8th grade FCAT science test.	Science teachers will modify the curriculum to ensure that any gaps between their curriculum and the FCAT science benchmarks are explicitly taught. Teachers will also include 20-25% of middle and high complexity questions in each chapter test, formative assessment and exam/s.	Science Dept. Chair, AP in charge of Science.	Performance on diagnostic testing , formative assessments, and FCAT science test.	Performance on diagnostic testing and FCAT science test.
2	Students achieving above proficiency have limited real life experiences with the scientific method.	A Science Fair will provide participating students with hands-on creative science enrichment projects and activities which will augment a comprehensive and understanding of the scientific method.	Science Chair, Science Teachers	Timetables, checklists, scoring rubric and presentation and participation	Diagnostics and FCAT Science results.
3	Students achieving above level proficiency may have limited opportunities for critical thinking skills related to the scientific process.	The SECME club and STEM elective class will be offered to students to provide enrichment activities in the areas of science, technology, mathematics, and engineering.	Principal, afterschool director	Agendas, attendance	Performance on diagnostic testing and FCAT Science.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	In SY13, WLMS the percentage of students who participate in the FAA for science and achieved a level 7 or higher will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 75% (6) of WLMS students who participated in the FAA for science achieved a level 7 or higher.	In SY13, 78%(5) of WLMS students who participate in the FAA for science will achieve a level 7 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students individual behavioral and communication needs may interfere with the delivery of instruction in class.	<p>Small group/individualized instruction to students to ensure delivery of instruction.</p> <p>Infusion of communication interventions and devices within the class setting.</p> <p>Hands-on and functional learning activities to present the scientific method.</p> <p>Students will do a class project to utilize and understand the scientific method and participate in the "very special science fair."</p>	Principal, AP over ESE, ESE Coordinator	Practice FAA materials, individual class assessments.	FAA for Science

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core K-12	6-8	District Representative	All Science Teachers	November 2012	Core K12 reports	Principal, AP, Science Dept head

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Small group science tutorial	Teachers will provide before/afterschool tutorial sessions to identify science students in need of additional remediation.	School Improvement Funds	\$2,000.00
			Subtotal: \$2,000.00
			<b>Grand Total: \$2,000.00</b>

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	In SY13, WLMS will have a 1% increase in its 8th grade students score a 3.5 or higher on the FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 94% (360) of WLMS 8th grade students scored a 3 or higher on FCAT Writes.	In SY13, WLMS will have 95% (377) of its 8th grade students score a 3.5 or higher on FCAT Writes

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	8th grade students may not be prepared with the basic writing process/skills necessary to demonstrate proficiency on the FCAT writes	Core writing strategies and processes will be explicitly taught in science, social studies and selected electives to build the capacity of all writers across curriculums.	Principal, AP in charge of Language Arts, Dept. chairs	Monitor PB Writes data for trends and improvements.	PB Writes data, student writing samples.
2	8th grade students may not be prepared with the basic mechanical and conventional writing processes necessary to demonstrate proficiency on the FCAT writes.	School wide use of Cornell notes through social studies classes and school wide use of a writing checklist for all essay writing in classes.	Principal, AP in charge of Language arts, dept chairs	Monitor use of Cornell notes and writing checklists in class	PBW data, student writing samples
3	8th grade students may not be prepared with complex vocabulary skills necessary to demonstrate proficiency on the FCAT writes.	School wide use of Wordly Wise vocabulary through language arts classes.	Principal, AP in charge of language arts, Department chair	Monitor use of Wordly Wise in language arts classes.	PBW data, student writing samples, vocabulary assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	In SY13, WLMS students will show an increase of 1% for student who participate in the FAA for writing and achieve a 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In SY12, 75%(6) of WLMS students who participated in the FAA for writing achieved a level 4 or above.

In SY13, 76% (7) of WLMS students who participate in the FAA for writing will achieve a level 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Alternative assessment 8th grade students must show the skills necessary to be proficient.	Teachers of the alternatively assessed students will incorporate daily writing practice in thier lessons for each student aligned with the expectations of the alternate assessment.  Sequencing lessons as related to writing skills will be presented to students regularly in class by teachers and the speech language pathologist.	Principal, ESE Coordinator, ESE staff	in-class written assessments, student work	FAA for writing

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analysis of prior year's FCAT scores	6-8	District Representative	6-8 ELA teachers	October 11 PDD	Review of PBW data	Principal, AP's, department head

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	8th grade language arts		



Small group writing tutorials	teachers and ESE teacher will work with targeted students in small groups to remediate writing skills.	SAC	\$1,200.00
			Subtotal: \$1,200.00
			Grand Total: \$1,200.00

End of Writing Goals

## Civics End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	This will be required in SY15 according to the FLDOE. SY13 is a baseline year for the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	This will be required in SY15 according to the FLDOE. SY13 is a baseline year for the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Civics Goals*

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	In SY13, WLMS will decrease its percentage of students absent and tardy in classes by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In SY12, WLMS had an average daily attendance rate of 85%(1151).	In SY13, WLMS will increase its average daily attendance rate to at least 90%(1088).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

In SY12, 15% (199) of the students in WLMS were absent more than 10 days.	In SY13, WLMS will reduce its percent of students with more than 10 absences to 10%(120).				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
In SY12, 15% (198) of the students in WLMS were absent more than 10 days.	In SY13, WLMS will reduce percent of students with more than 10 tardies to 10%(120)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inaccurate information regarding absences and tardies due to lack of access to computer, substitutes, and teacher error are possible.	Teachers will be trained in school-wide codes for absence/tardy input.  Personnel assigned to update changes due to ISS/OSS and excused absences.	Principal, AP in charge of attendance	Monitoring of attendance.	Attendance reports, EDW

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on attendance in put for grade quick	6-8	STST	All instructional staff	August 2012	attendance records	Principal, AP in charge of attendance

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	In SY13, WLMS will make strides to reduce the number of students who are suspended in school and out of school by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In SY12, WLMS had 282 In-School Suspensions.	In SY13, the number of students suspended in school will reduce to less than 254.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In SY12, 134 students were given In School Suspension.	In SY13, the number of students suspended in school will reduce to less than 121.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In SY12, WLMS had 117 Out-of-School Suspensions.	In SY13, the number of out of school suspensions will reduce to less than 106.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In SY12, 77 students were suspended out of school.	In SY13, the number of out of school suspensions will reduce to less than 70.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Middle school students often don't take responsibility for their actions and allow others to negatively influence their decisions.	We will have school-wide assemblies, activities, and lessons which will discuss our Positive Behavior System, drug and alcohol awareness, and decision making.	Principal and APs	The number of in school and out of school suspensions throughout the school year.	EDW Reports
2	Students do not receive praise and student recognition as often as they should.	Single school culture for positive behaviors through teaching the 3 R's and students recognition through "You've Been Spotted" rewards and incentive.	All Staff	Students earning and turning in "You've Been Spotted" forms.	Daily count of "You've Been Spotted" forms collected.
3	Middle school students often don't know what is expected of them behaviorally at school.	We will have school-wide PBS lessons for the first six days of school and at intervals during the year	All Staff	The number of in school and out of school suspensions throughout the school year.	EDW reports

		introducing, modeling and explaining our expectations and rules.			
4	Middle school students often don't know what is expected of them behaviorally at school.	We will utilize a single school culture for progressive discipline with low level offenses	All Staff	The number of detentions and suspensions throughout the school year	EDW reports, detention records

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Positive Behavior Support (SWPBS)	6-8	Principal, AP's, PDD Team	All Staff	August 2012 January 2013	Monitor referrals, rewards, detention records, and ISS/OSS	Principal AP for discipline

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be recognized for positive behaviors by receiving "You've Been Spotted" forms.	Students trade in the "You've Been Spotted" form during lunches and receive a positive reinforcement tangible reward.	SAC funds	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$3,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		In SY13, WLMS will continue to reach out to parents of our students in an attempt to strengthen the school - home relationship.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In SY12, WLMS parent involvement was strong and parents attended many activities, assemblies, and events on a regular basis.		In SY13, WLMS will increase the number of parental activities, assemblies, and events by 10%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents need to be informed about how their child is performing, and many students will not communicate school difficulties with their parents.	Teachers will contact parents of our students who are failing/ in danger of failing and communicate with them via Edline accounts weekly.	Principal, AP, all staff	Edline participation, phone log documentation	Edline Phone logs
2	Students in our ESE program are not attending after/before school and/or Saturday tutorials.	WLMS staff will make individual contact with parents to set up tutorials.	Office Staff and ESE Staff	Attendance and participation in tutorials.	Diagnostic results, FCAT results, and tutorial attendance.
3	Students may not communicate events to parents	WLMS staff will send flyers home for events and do parent link phone calls for events to ensure that parents are aware.	Principal, AP, Office Staff	Agendas/attendance from parent nights, phone logs, Parenlink.	Agendas/attendance from parent nights

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Parent Involvement Goal(s)*

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		In SY13, 100% of WLMS students participating in the STEM elective will be able to show proficiency in the basic knowledge of programming concepts in one or more language.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrichment and higher order thinking skills activities do not occur as often as they should.	Students will participate in a STEM elective which has partnered with Nova Southeastern University for enrichment activities.	Principal, AP, STEM Teacher	Classroom walkthrough to monitor critical thinking opportunities through math class, afterschool agendas and attendance.	Classroom walkthroghs, attendance, agendas, and formative assessments.
2	Students achieving above level proficiency may have limited opportunities for critical thinking skills related to the scientific/mathematical process.	The SECME club and STEM elective class will be offered to students to provide enrichment activities in the areas of science, technology, mathematics, and engineering	The SECME club and STEM elective class will be offered to students to provide enrichment activities in the areas of science, technology, mathematics, and engineering	Classroom walkthrough to monitor critical thinking opportunities through math class, afterschool agendas and attendance.	Classroom walkthroghs, attendance, agendas, and formative assessments.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Partnership with Nova Southeastern University	6-8	Nova Southeastern University Representative	Computer teachers	October 2012 TBD	Formative assessments, classroom walkthroughs	Principal, AP,

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE CTE Goal #1:		At this time, WLMS does not offer any CTE opportunities.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				



Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

## Additional Goal(s)

### Marzano Evaluation System Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Marzano Evaluation System Goal Marzano Evaluation System Goal #1:		The school district has adopted a new teacher evaluation tool and teachers must receive training.			
2012 Current level:		2013 Expected level:			
Teachers need to be trained on the new teacher evaluation tool.		Through PD, teachers will understand the Marzano Evaluation System.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not familiar with the new monitoring and evaluation system.	Use professional development days to train teachers.	Principal, AP's, and PDD Team	Feedback from classroom walkthrough data.	Marzano's Observation Tool

### Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

### Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom walkthroughs and observations for instructional staff evaluations.	IPAD	SAC	\$700.00

			Subtotal: \$700.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$700.00</b>

*End of Marzano Evaluation System Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize engaging materials to enhance fluency comprehension and fluency skills.	Scholastic Magazine "Action"	Reading department fundraiser	\$500.00
Reading	Utilize supplementary materials to target the different format of FCAT 2.0	Buckledown reading program for reading students grades 6-8	Reading department fundraiser, student donations	\$4,500.00
Reading	Utilize supplementary materials to target an increase in vocabulary skills school-wide	Wordly Wise vocabulary program for language arts students 6-8	Reading department fundraiser, student donations	\$9,000.00
Mathematics	Student portfolios for remediation and reassessment	Paper, file folders, and labels	General activities	\$700.00
				Subtotal: \$14,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize school-wide reading program that addresses all reading levels for remediation and enrichment	Reading Plus program	PTO	\$4,600.00
Marzano Evaluation System	Classroom walkthroughs and observations for instructional staff evaluations.	IPAD	SAC	\$700.00
				Subtotal: \$5,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Small group tutorial	Reading teachers will work with small groups of students before/after school or on Saturdays to address areas of weakness.	School Improvement Funds	\$2,500.00
Mathematics	Small group math tutorial	Teachers will provide before/after school and Saturday tutorial sessions to identified math students in need of additional remediation.	grant	\$2,500.00
Science	Small group science tutorial	Teachers will provide before/afterschool tutorial sessions to identify science students in need of additional remediation.	School Improvement Funds	\$2,000.00
Writing	Small group writing tutorials	8th grade language arts teachers and ESE teacher will work with targeted students in small groups to remediate writing skills.	SAC	\$1,200.00
Suspension	Students will be recognized for positive behaviors by receiveing "You've Been Spotted" forms.	Students trade in the "You've Been Spotted" form during lunches and receive a positive reinforcement tangible reward.	SAC funds	\$3,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/19/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
It is anticipated that funds will be used for school-wide tutoring programs and other programs to promote student achievement.	\$12,400.00

Describe the activities of the School Advisory Council for the upcoming year

SAC will meet on the second Monday of each month to discuss pertinent school issues and achievement. SAC members will discuss current trends in data and determine appropriate use of SAC funds for school use. It is anticipated that funds will be used for school-wide tutoring programs and other programs to promote student achievement.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District WELLINGTON LANDINGS MIDDLE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	92%	94%	82%	357	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	85%			155	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	86% (YES)			161	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					673	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District WELLINGTON LANDINGS MIDDLE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	90%	94%	78%	351	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	84%			160	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	78% (YES)	81% (YES)			159	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					670	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested