Western Pines Community Middle

2018-19 Schoolwide Improvement Plan

Table of Contents

Western Pines Community Middle

5949 140TH AVE N, Royal Palm Beach, FL 33411

https://wpms.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Western Pines Community Middle School's high expectations are designed to nurture and develop our students into literate, ethical, self-motivated, productive problem-solvers equipped for the challenges of the 21st Century.

Provide the school's vision statement.

Western Pines Community Middle School Serves as a vital link in the process of preparing students for a successful high school experience by creating and promoting a climate of high expectations in academic achievement fostered through a safe and secure environment.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Hatcher, Robert	Principal
Paladino, Scott	Assistant Principal
Nolli, Christina	Assistant Principal
Jimenez, Liz	Assistant Principal
Hollowecky, Kelley	Other

Duties

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

Principal- The principal provides a common vision for the use of data based decision making to ensure that a sound, effective academic program is in place. The principal facilitates the creation and implementation of a process to address and monitor subsequent needs, ensure the school based team is implementing the RtI process, ensure an assessment of RtI skills of school staff is conducted, ensure the fidelity of implementation of intervention support is documented, and adequate professional development to support RtI implementation is made available to the faculty. The principal ensures effective communication with parents regarding school-based RtI plans and activities. The principal establishes common planning to facilitate PLCs and works with teachers in their PLCs to ensure that instruction is standards based and rigorous.

Assistant Principal- The assistant principals will implement the school's initiatives and ensure that the state and district curriculum mandates are implemented with fidelity. They will supervise and support the faculty in the identification of areas of need in our student population and work to remediate where necessary and increase rigor in all academic areas.

Academy Coordinator- The academy coordinator is responsible for overseeing the academic and behavioral interests of our academy students. The coordinator works with academy teachers and guidance counselors to ensure that the curriculum is being followed and the students are prepared for the certification exams at the completion of each course.

ESE Coordinator- The ESE coordinator oversees the ESE department, which includes ESE teachers as well as all of the students that comprise our ESE population. The ESE coordinator works closely with parents to ensure that all of the ESE students at Western Pines are provided with the best possible inclusive educations and that all of their accommodations are being met by their teachers.

All members of the leadership team will meet bi-weekly to discuss the academic and behavioral and social needs of our students. The team will use the most current data to assess student progress and create or adjust student plans as needed in order to reach our goal of high school readiness for all students.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	9	25	22	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	25	38	35	0	0	0	0	98
Course failure in ELA or Math	0	0	0	0	0	0	18	15	38	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	0	0	0	55	62	34	0	0	0	0	151
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	20	26	32	0	0	0	0	78

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	25	30	28	0	0	0	0	83

Date this data was collected
Friday 8/24/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	6	8	26	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	26	25	55	0	0	0	0	106
Course failure in ELA or Math	0	0	0	0	0	0	15	19	25	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	0	0	0	70	52	72	0	0	0	0	194

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	19	16	44	0	0	0	0	79

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	6	8	26	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	26	25	55	0	0	0	0	106
Course failure in ELA or Math	0	0	0	0	0	0	15	19	25	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	0	0	0	70	52	72	0	0	0	0	194

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	19	16	44	0	0	0	0	79

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Learning gains among the lowest 25% in ELA was our lowest performing component, with 56% of the lowest 25% making learning gains. This cohort is trending slightly upward over the past 3 years with a 1 percentage point increase from SY17 and a 2 percentage point increase from SY16.

Which data component showed the greatest decline from prior year?

SY18 ELL achievement in both Math and ELA showed the greatest decline from the prior year. There was a 6% decline in ELA achievement and a 5% decline in math achievement

Which data component had the biggest gap when compared to the state average?

Western Pines was above the state average in each reporting category. The area in which we scored closest to the state average was in the ELA learning gains of our lowest 25%. We had 56% learning gains in our lowest 25% ELA compared to a state average of 47%.

Which data component showed the most improvement? Is this a trend?

The area that Western Pines showed the most improvement from SY17 to SY18 was learning gains of our lowest 25% in Math. Western Pines increased learning gains of our lowest 25% in Math from 51% to 68%, a 17% increase. This can not be considered a trend as there was a 7% decrease in this same component from SY16 to SY17.

Describe the actions or changes that led to the improvement in this area.

The main strategy that was instituted to increase the achievement of our lowest 25% in math was an increase in the number and frequency of our math tutorial sessions. Tutorials were offered in morning care, after school and during lunch periods for students who needed extra time on task in math. Another strategy that led to an increase in proficiency was the scheduling of an increased number of students into Algebra I and advanced math classes. This increased the rigor of instruction that these students were exposed to , resulting in increased proficiency.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	70%	56%	53%	67%	55%	52%
ELA Learning Gains	64%	57%	54%	61%	56%	53%
ELA Lowest 25th Percentile	56%	49%	47%	49%	49%	45%
Math Achievement	81%	61%	58%	78%	59%	55%
Math Learning Gains	75%	61%	57%	74%	60%	55%
Math Lowest 25th Percentile	68%	54%	51%	58%	48%	47%
Science Achievement	78%	55%	52%	67%	54%	50%
Social Studies Achievement	93%	75%	72%	91%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	9 (6)	25 (8)	22 (26)	56 (40)
One or more suspensions	25 (26)	38 (25)	35 (55)	98 (106)
Course failure in ELA or Math	18 (15)	15 (19)	38 (25)	71 (59)
Level 1 on statewide assessment	55 (70)	62 (52)	34 (72)	151 (194)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	67%	53%	14%	52%	15%
	2017	62%	54%	8%	52%	10%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	65%	54%	11%	51%	14%
	2017	71%	55%	16%	52%	19%
Same Grade Comparison		-6%				
Cohort Comparison		3%				
08	2018	74%	60%	14%	58%	16%
	2017	64%	56%	8%	55%	9%
Same Grade Comparison		10%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	71%	56%	15%	52%	19%
	2017	66%	55%	11%	51%	15%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	57%	39%	18%	54%	3%
	2017	72%	38%	34%	53%	19%
Same Grade Comparison		-15%				
Cohort Comparison		-9%				
08	2018	90%	65%	25%	45%	45%
	2017	79%	63%	16%	46%	33%
Same Grade Comparison		11%				
Cohort Comparison		18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	76%	54%	22%	50%	26%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	90%	72%	18%	71%	19%
2017	93%	73%	20%	69%	24%
Compare		-3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	62%	37%	62%	37%
2017	99%	59%	40%	60%	39%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	56%	44%
2017	100%	55%	45%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	53	46	50	62	55	42	74	44		
ELL	24	47	52	38	44	43					
ASN	87	80	90	91	80		85	100	86		
BLK	63	63	63	68	69	60	74	94	75		
HSP	66	62	50	80	70	65	75	90	75		
MUL	81	73		88	73	73	100	100	87		
WHT	72	63	56	84	78	74	77	93	84		
FRL	63	63	58	75	72	68	71	91	75		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	38	35	45	50	38	44	71	17		
ELL	30	45	42	43	39	36					
ASN	73	65		86	81		93	100	88		
BLK	62	58	43	64	66	47	63	92	46		
HSP	65	59	48	77	65	47	74	94	53		
MUL	78	68	55	80	56	27	83	100	69		
WHT	67	61	55	80	71	58	74	93	57		
FRL	59	56	51	67	63	48	67	91	42		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Provide effective and relevant instruction to meet the needs of our students, including a focus on our lowest 25%, in Math and ELA in order to meet long-term outcome #2 of the district's Strategic Plan: Ensure high school readiness.
Rationale	- The ELA proficiency rate for students at Western Pines in SY18 was 70%, 5% below our target of at least 75% proficiency as outlined by the district's Strategic Plan. - Math and ELA learning gains among our lowest 25% were the lowest performing achievement area in SY18. While there was a significant increase in this achievement area between SY17 and SY18, especially in math where the lowest 25% cohort saw a 17% increase in achievement, there is still a need to focus on this area in order to move these students to an achievement level that is on par with the rest of the school and to meet the criteria for high school readiness as established in the district's Strategic Plan. - When looking at the subgroups in the lowest 25% the lowest performing subgroups were our students with disabilities in ELA and our ELL population in Math.
Intended Outcome	-Improve learning gains for our lowest 25% in Math by 7% to be on target for meeting the LTO of the Strategic Plan by 2021 - Improve learning gains for our lowest 25% in ELA by 8% to be on target for meeting the LTO of the Strategic Plan by 2021 - Improve learning gains for our ELL population by 10% in Math and 8 % in ELA
Point Person	Robert Hatcher (robert.hatcher@palmbeachschools.org)
Action Step	
Description	Western Pines infuses content required by Florida Statute 1003.42(2) and SB Policy 2.09 as applicable and appropriate to all grade levels in order to promote a comprehensive Single School Culture. Teachers highlight the contributions and achievements of the diverse cultures that make up our population through reading and writing is all content areas. This includes but is not limited to the History of the Holocaust and African Americans, as well as the contributions made by Hispanics, Women and the sacrifices made by our Veterans. - The master schedule will be designed to provide teachers in the same subject area to have common planning in order for them to take part in Professional Learning Communities (PLCs) and plan rigorous, standards based lessons . - In ELA, students will use a variety of instructional programs and materials including but not limited to Read180, Just Words, Reading Plus, and Teengagement in order to provide rigorous, focused instruction that encompasses each aspect of the standards. - Teachers will analyze assessment data at their weekly PLC meetings to determine areas of weakness and formulate plans to re mediate those areas of critical need. -Acheive 3000 will be utilized by our ELL students to help facilitate language acquisition and gain a better understanding of critical content in all content areas. -Remediation will be provided to students in our Lowest 25% in ELA through intensive reading with a highly qualified instructor, giving those students more time on task. Remediation will be provided to students in our Lowest 25% in Math through morning and after school tutorials as well as scheduled lunch study sessions.
Person Responsible	Robert Hatcher (robert.hatcher@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	-Teachers will work with administration during PLCs to create standards based lessons and analyze data gathered from FSQ's, USA's and Common Assessments with a focus on critical areas of need in our lowest 25% population in both Math and ELA.

- Teachers will plan instruction to include the Big 7 Reading Strategies across all content areas.
- Western Pines' language facilitator will work individually and in small group with our ELL population to facilitate language acquisition and monitor their progress in Math and ELA.

Person Responsible Robert Hatcher (robert.hatcher@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parental involvement is facilitated through our parent booster program. Parent boosters are an integral part of our school based initiatives, SAC, Tiger Cards incentive based student achievement rewards program, ROAR initiative for School Wide Behavioral support program, fundraising and state assessment volunteers for the distribution of student snacks and hallway monitoring during testing. Parent Boosters hold an annual appreciation breakfast for members and recruit parents interested in assisting the school in meeting the needs of students for academic and behavioral support.

Western Pines conduct a BPIE survey to identify the strengths and weaknesses of our inclusive practices for SWD students. The data gathered from this survey will be used to drive our instructional practices to ensure that SWDs needs are being met. This data will be made available to our parents through the monthly SAC meetings.

The Principal uses the Parentlink system to communicate with all of our school's parents.

Parent-Teacher communication is vital to keeping parents and community informed of what is happening at the school. Teachers utilize Remind, a safe text message based program, which allows teachers to text students and parents information and receive responses without phone numbers being exchanged. All communications are recorded for student and teacher safety. Teachers also communicate with parents through Edline, e-mail and the school agenda.

Western Pines continues to have a growing ESOL program which has added to the rich cultural diversity of our school. We make it a priority to maintain open communication with the parents of ESOL students to ensure that they are able to be active participants in their child's education. All parents of ESOL students are invited be a part of our Parent Leadership Council (PLC) which is a forum for these parents to help the school provide the most comprehensive education possible for their children.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Western Pines ensures the social-emotional needs of all students are being met through the guidance department's individual and group counseling, teacher mentoring, parent conferences and school based team (SBT).

The Western Pines school based team (SBT) meets bi-weekly to discuss students with barriers to academic and social success. The team is comprised of teachers, administration, counselors and the school psychologist.

Western Pines has a full time DATA Counselor as well as a part time counselor from the district's Safe Schools department on campus to work with students and help them overcome the obstacles that are preventing them from reaching their fullest potential both personally and academically.

Western Pines has a comprehensive school counseling program that includes identifying at-risk students and assessing their needs and the barriers that are blocking their success. School guidance counselors are available to students throughout the day and Western Pines has a Data counselor on campus who works with individual and groups of students. Referrals are made via the Project Success program to outside agencies when needed for individual students.

Adult mentors are assigned to students who have been identified as at-risk either academically or behaviorally and after school groups are formed to meet the needs of the diverse student cultures at the school.

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

Ensuring high school readiness, a long term outcome of our district's strategic plan, is a central focus in Western Pine's academic and behavioral goals for our students. Beginning in the 6th grade, students are taught behavioral and academic expectations that will prepare them for the rigor of the high school curriculum and make their transition to high school successful. Western Pines promotes advanced, high school credit courses that give our students a head start when entering high school. We have been steadily increasing the number of students who are enrolled in Algebra I in 8th grade and have put in place the support necessary to ensure their success.

Western Pines administration and counselors conduct visits to feeder elementary schools to meet incoming 6th graders and introduce them to the rules, procedures and expectations of the school. Students meet by grade level at the beginning of the school year with administration, guidance and academy representatives to welcome them back to school and review any changes in rules and procedures.

Western Pines holds two orientations before the school year begins for new students and parents. The orientations are broken up into Academy and General students. At these orientations, students are able to pick up their schedule and walk around the school to get accustomed to where their classes are located.

Students who are moving on to high school from Western Pines meet with high school counselors to plan their course of study. Students are also exposed to the variety of magnet programs that are available throughout the county. Magnet programs from Palm Beach County high schools are invited to Western Pines to meet with 8th grade students and provide them with information about their programs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school based MTSS 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 RtI Leadership Team. The School Based Team 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 either supplemental or intensive. An intervention plan will be developed. (Form PBSCD 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 interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist, (e.g. teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Western Pines coordinates with the Multicultural Department to facilitate Title 1 students and Part C migrant students with the necessary support required for overcoming language barriers and determine appropriate student academic placement. Coordination of Title IV and Title X programs are supported through Student Intervention Services and the Transportation Department to meet the enrollment and transportation needs of students here at Western Pines. School Food Service Coordinator works with the federal and county grant programs to provide free breakfast to all students and supports the free and reduced lunch program from federal assets allocated through the district.

Western Pines integrates the School Wide Positive Behavior Support System into the daily framework for Single School Culture and multicultural diversity by reinforcing positive student interactions with peers and staff through incentives distributed by faculty when students are engaged in creating a positive environment for academics, climate and behavior. Western Pines increases student awareness of Single School Culture through sharing our universal guidelines for success, following the behavioral matrix, and teaching expected behaviors, communicating with parents and monitoring the SwPBS. We instill an appreciation for multicultural diversity through our antibullying campaign, structural lessons, and implementation of the SwPBSS. The ROAR initiative provides avenues of reinforcement for students who make decisions to create a climate of acceptance and support for all students and opportunities to reward those who are making a positive difference academically, behaviorally and socially.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The choice program process in connection with our academy staff maintains a record of those students in their programs and meets with students to plan and track their academic progress to meet their future goals.
Students are given the opportunity to register through the choice program process for Pre-Medical, Pre-IT and Visual Arts fields of study. All Students are given the opportunity to enter their choices for courses on their course selection card. The advanced placement process is tracked through our guidance office and conducted through teacher recommendation and assessment scores or placement tests for those students who desire entry into magnet schools and colleges of their choice.

Part V: Budget

Total:	$0.00