Western Pines Community Middle

2019-20 Schoolwide Improvement Plan

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Western Pines Community Middle

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

https://wpms.palmbeachschools.org

Demographics

Principal: Philip Preddy

Start Date for this Principal: 7/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (74%) 2016-17: A (66%) 2015-16: A (67%) 2014-15: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Hatcher, Robert	Principal	Instructional leader who executes and monitors personnel, resources and strategies to make sure all students have equitable access to effective standards based instruction.
Paladino, Scott	Assistant Principal	Monitor personnel, resources and strategies in ELA and Social Studies to ensure that instruction is data driven and standards based to meet the needs of all students.
Nolli, Christina	Assistant Principal	Monitor personnel, resources and strategies in Math to ensure that instruction is data driven and standards based to meet the needs of all students.
Jimenez, Liz	Assistant Principal	Monitor personnel, resources and strategies in Science to ensure that instruction is data driven and standards based to meet the needs of all students.
Hollowecky, Kelley	Other	Monitoring the progress of our ESE population and ensuring that teachers are providing equitable instruction that aligns with the individual student IEPs.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	346	410	383	0	0	0	0	1139
Attendance below 90 percent	0	0	0	0	0	0	13	23	20	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	41	43	45	0	0	0	0	129
Course failure in ELA or Math	0	0	0	0	0	0	18	26	51	0	0	0	0	95
Level 1 on statewide assessment	0	0	0	0	0	0	55	62	53	0	0	0	0	170

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	24	30	37	0	0	0	0	91

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	2	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

83

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	70%	58%	54%	67%	56%	52%
ELA Learning Gains	60%	56%	54%	60%	57%	54%
ELA Lowest 25th Percentile	52%	49%	47%	50%	48%	44%
Math Achievement	79%	62%	58%	77%	61%	56%
Math Learning Gains	71%	60%	57%	68%	61%	57%
Math Lowest 25th Percentile	56%	53%	51%	51%	52%	50%
Science Achievement	72%	52%	51%	74%	53%	50%
Social Studies Achievement	91%	75%	72%	93%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	346 (0)	410 (0)	383 (0)	1139 (0)
Attendance below 90 percent	13 (9)	23 (25)	20 (22)	56 (56)
One or more suspensions	41 (25)	43 (38)	45 (35)	129 (98)
Course failure in ELA or Math	18 (18)	26 (15)	51 (38)	95 (71)

	EWS Indicators as Input Earlier in the Survey			

Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
Level 1 on statewide assessment	55 (55)	62 (62)	53 (34)	170 (151)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

			ELA			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	73%	58%	15%	54%	19%
	2018	67%	53%	14%	52%	15%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	65%	53%	12%	52%	13%
	2018	65%	54%	11%	51%	14%
Same Grade Comparison		0%				
Cohort Comparison		-2%				
08	2019	69%	58%	11%	56%	13%
	2018	74%	60%	14%	58%	16%
Same Grade Comparison		-5%				
Cohort Comparison		4%				

			MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	72%	60%	12%	55%	17%
	2018	71%	56%	15%	52%	19%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	54%	35%	19%	54%	0%
	2018	57%	39%	18%	54%	3%
Same Grade Comparison		-3%				
Cohort Comparison		-17%				
08	2019	85%	64%	21%	46%	39%
	2018	90%	65%	25%	45%	45%
Same Grade Comparison		-5%				
Cohort Comparison		28%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	70%	51%	19%	48%	22%
	2018	76%	54%	22%	50%	26%
Same Grade Comparison		-6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	72%	18%	71%	19%
2018	90%	72%	18%	71%	19%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	64%	34%	61%	37%
2018	99%	62%	37%	62%	37%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	57%	43%
2018	100%	57%	43%	56%	44%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	28	47	45	48	63	51	29	72	50		

2019 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 2017-18	C & C Accel 2017-18
ELL	40	47	39	52	58	56	28	81			
AMI	42	50		83	50						
ASN	84	71		89	70		68	94	81		
BLK	63	59	48	63	66	51	66	87	92		
HSP	67	56	50	77	70	55	67	90	79		
MUL	82	67	50	86	82	69	90	95	83		
WHT	72	61	56	83	73	58	77	93	80		
FRL	65	59	51	74	68	56	66	90	76		

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		

2017 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 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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	690

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	56
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

After a comprehensive breakdown of our school's FSA data from SY19 it was determined that the area that showed the lowest performance was learning gains both ELA and Math for our general population as well as our lowest 25%. Western Pines saw a 4% decrease in overall and lowest 25% ELA learning gains from the SY18 to SY19 FSA. In Math, our school had a 4% decrease in learning gains overall and a 12% decrease in learning gains in our lowest 25%. When looking at a district and statewide comparison, it is in the area of learning gains that Western Pines' totals most closely resemble those of the district and state. We are 4% above district totals and 6% above state totals in the area of ELA learning gains compared to 12% and 16% advantages in ELA achievement. Our Math achievement levels are well above district and state averages (17% and 21%) but only 3% and 5% when looking at our lowest 25%. Based on the last 3 years of FSA results, the scores do not seem to represent a downward trend, rather it seems that SY18 represented a significantly higher achievement level than comparison years and SY19 levels were more on par with previous years. Our outgoing 8th grade class preformed at a higher level of achievement and learning gains and our incoming 6th grade class struggled in those areas.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The area that showed the greatest decline between SY18 and SY19 was in our Science FCAT which showed a 6% decrease in achievement. Some of this decline can be attributed to a different student

population. The students who took the Science FCAT during SY18 scored 4 percentage points higher than our SY17 students and 12 percentage points higher than our SY16 students. Although there was a drop in Science FCAT scores across the district and the state, our school's decrease was 3 percentage points greater than the district's decrease.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Western Pines out paced the state averages in every measurable category on FSA and FCAT testing. We had a 16% gap in ELA achievement, a 19% gap in Math achievement, a 19% Civics achievement gap and a 21% gap in Science achievement between our school and the state. This can be attributed to the hard work and focus of our students, teachers and administrators as well as the work being done by our feeder elementary schools to prepare our students for middle school.

Which data component showed the most improvement? What new actions did your school take in this area?

When looking at our subgroup data and comparing our results from SY18 to our SY19 results, Western Pines saw the greatest level of improvement in the achievement levels of our ELL population. In ELA, our ELL population went from 24% proficiency to 40% proficiency. In Math, our ELL population saw an increase of 14 percentage points from 38% proficiency to 52% proficiency. This improvement can most directly attributed to the addition of a CLF to our campus. Our CLF was able to work with the ELL students in their core classes and pull them out for individual tutoring and small group work.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

There were two areas on the EWS data section that can been seen as an area of concern. Our students with one or more suspensions increase 30% from 98 in SY18 to 129 in SY19. Our students with failures in ELA or Math increased 30% also from 71 in SY18 to 91 in SY19.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increasing our learning gains with a specific focus on our lowest 25% subgroup.
2. Increase achievement in the Science FCAT to exceed levels achieved in previous years.
3. Increasing ELA achievement in all grade levels to surpass expectations for LTO #2

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in ELA and Math and Science to align with the District's Strategic Plan LTO #2 to ensure HS readiness with a focus on our lowest 25% and learning gains .
Rationale	Western Pines is currently at 79% achievement level in Math which is above the district's goal of 70% but represented a 2 point drop from the previous year's FSA achievement totals. We are at 70% achievement in ELA which is even with the district's goal and our achievement level from the previous year. In the area of learning gains, Western Pines had a 4 point decrease in both Math and ELA when looking at the entire student population. In our lowest 25%, we saw a 4 point decrease in ELA learning gains and a 12 point decrease in Math learning gains. Our achievement level in FCAT Science dropped 6% from SY19 achievement scores.
State the measurable outcome the school plans to achieve	Our measurable goals for SY20 will be to increase learning gains in ELA by 8% and Math by 10% in our lowest 25% subgroup. This would put Western Pines at 60% learning gains in ELA lowest 25% and 66% in Math in our lowest 25%. In Science, our goal is to increase our achievement level 7% which would give us 77% achievement in SY20.
Person responsible for monitoring outcome	Robert Hatcher (robert.hatcher@palmbeachschools.org)
Evidence-based Strategy	1. Intensive Math 2. Intensive Reading 3. Morning/Afterschool Tutoring 4. FSA Camps
Rationale for Evidence-based Strategy	1. Students in our lowest 25% in Math will be enrolled in an Intensive Math class which will utilize the program Mathematical Mind Gym. Digital resources such as IXL, IReady and Khan's Academy will be utilized to enrich instruction. This will ensure that our lowest 25% will have extra time on task with a highly effective teacher. 2. All level 1 and 2 students in ELA will be enrolled in an intensive reading course to provide additional time on tasks with highly effective teachers. The classes will utilize Just Words, Teengagement and Reading Plus to drive instruction. 3. Additional time on task with highly effective teachers, in small group settings, will be offered in the mornings and afternoons in ELA, Math and Science. 4. Day long Saturday learning camps in ELA, Math and Science will be held to provide intensive FSA focused instruction for our lowest 25%.
Action Step	
Description	1. Intensive Math a. The school will create Intensive Math classes for level 1 and level 2 students which will be taught by a highly effective teacher. b. The school will create schedules for students in need of additional support. c. Teacher will utilize available technology and instructional materials to differentiate and enrich instruction. d. Progress will be continually monitored by administration and the teacher, using all available diagnostic data, to target specific areas of need and provide reteach opportunities for skills in which students have

not shown mastery. (Monitored: Mrs. Stuart)

2. Intensive Reading

a. The school will create Intensive Reading and Intensive ELA classes for level 1 and level 2 students which

will by taught by a highly effective teacher.

b. The school will create schedules for level 1 and 2 students that provide either a single block of Intensive

Reading or a double block of Intensive Reading and Intensive ELA.

c. Teachers will utilize Teengagement, Just Words and Reading Plus to drive instruction and collect data on

student progress.

d. Progress will be continually monitored by administration and the teacher, using all available diagnostic

data, to target specific areas of need and provide reteaching opportunities for skills in which students have

not shown mastery. (Monitored: Mr. Paladino)

3. Morning/Afterschool Tutoring

a. The school hire teachers to provide morning and after school tutoring in ELA, Math and Science.

b. The school will create a weekly schedule that provides at least 5 hours of available tutoring in ELA, Math

and Science.

c. Targeted instructional materials will be purchased and assembled from current and UniSIG resources.

d. Student transportation will be provided using District bus transportation.

e. The school will provide snacks and breakfast for students enrolled in the tutorial programs.

f. Monitoring for tutorials will be done through data analysis/student progress, attendance,

4. FSA Camps

a. The school will schedule Saturday FSA Camps that will provide intensive instruction in ELA, Math and

Science.

b. Administration will identify students who in need of remediation in ELA, Math and Science and contact

their parents to invite them to the Saturday FSA Camps.

c. Administration and teachers will analyze diagnostic data to determine where there are areas of need in

each subject (ELA, Math, Science)

d. Administration will hire teachers to create and present lesson plans that include hands-on, fun activities for

students in each subject area with a focus on predetermined areas of need.

e. Administration will arrange to have food and prizes for the students who attend each Saturday FSA Camp

session.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Western Pines infuses content required by Florida Statute 1003.42(2) and SB Policy 2.09 as applicable and appropriate to all grade levels and across content areas 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 and Medal of Honor recipients.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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.

NA

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.

NA

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

NA

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.

NA

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

NA

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: To ensure progress towards student achievement in ELA and Math and Science to align with the District's Strategic Plan LTO #2 to ensure HS readiness with a focus on our lowest 25% and learning gains .**				**$4,262.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	120-Classroom Teachers	2451 - Western Pines Community Middle	School Improvement Funds	1143.0	$4,262.00
			Notes: To be determined by SAC pending approval.			
					Total:	**$4,262.00**