

The School District of Palm Beach County

# Western Pines Community Middle



2020-21 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>22</b>

# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	70%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (70%) 2017-18: A (74%) 2016-17: A (66%) 2015-16: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Western Pines Community Middle

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

<https://wpms.palmbeachschools.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</p>	<p><b>2019-20 Title I School</b></p> <p>No</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>56%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>52%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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## SIP Authority

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<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, position title, and job duties/responsibilities 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.

### Demographic Information

**Principal start date**

Tuesday 7/1/2008, Philip Preddy

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

**Total number of teacher positions allocated to the school**

73

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	70%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (70%) 2017-18: A (74%) 2016-17: A (66%) 2015-16: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A



<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	311	352	410	0	0	0	0	1073
Attendance below 90 percent	0	0	0	0	0	0	19	27	33	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	29	35	44	0	0	0	0	108
Course failure in ELA	0	0	0	0	0	0	49	36	22	0	0	0	0	107
Course failure in Math	0	0	0	0	0	0	26	33	21	0	0	0	0	80
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	39	47	44	0	0	0	0	130
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	39	39	24	0	0	0	0	102
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	112	126	106	0	0	0	0	344
FY20 Math Diag Levels 1 & 2	0	0	0	0	0	0	98	82	89	0	0	0	0	269

**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	33	29	26	0	0	0	0	88

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

**Date this data was collected or last updated**

Tuesday 7/28/2020

**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	
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	1	1	0	0	0	0	0	2

**Prior Year - 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	
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	1	1	0	0	0	0	0	2

## 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	
	(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	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%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%				

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

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	90%	72%	18%	71%	19%
2018	90%	72%	18%	71%	19%
Compare		0%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	98%	64%	34%	61%	37%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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		
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		

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
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
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%	0

**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%	0

**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%	0

**Asian Students**

Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

**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%. SY20 Diagnostic results were lower than previous years diagnostic results by 1-2 percentage points in ELA and 8th grade Math. 7th grade Math diagnostics showed an increase from previous years results. The deficiencies identified in the diagnostic scores would be mitigated through our 2nd semester FSA camps and FSA tutoring sessions. 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 performed 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. The SY20 Diagnostic results showed an increase in proficiency when compared to previous years. There was a 2 percentage point increase in Science diagnostic from SY19-SY20.

**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. The results from the SY20 Diagnostics put Western Pines in the upper third of Palm Beach County middle schools in all tested areas.

**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. In SY20, our CLF continued to work with individuals in small groups to supplement their language acquisition. A dual language counselor was also added to our staff and worked closely with our ELL students and their parents to increase student proficiency. Our CLF and dual language counselor were integral in transitioning our ELL students from in person to online learning. They will continue their individual work with our ELL population to ensure that our students receive the necessary support to be successful in online learning.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**



There were two areas on the EWS data section that can be seen as an area of concern. Our students with one or more suspensions increase 30% from 98 in SY18 to 129 in SY19. In SY20 through 3 quarters our school had 108 students with on or more suspensions which would put us on pace for 144 students with one or more suspensions. In SY21 our SBT will be working to identify students with potential behavior issues and begin interventions, including meeting with our social/emotional counselor, in order to lower the referral and suspension rates among these students. Lowering the discipline incident rates will have a positive effect on our school's academic performance by lessening the amount of missed instructional time that occurs when students are removed from class/school because of these incidents. Our students with failures in ELA or Math increased 30% also from 71 in SY18 to 95 in SY19. In SY20 our failure numbers increased to 107 in ELA and 80 in Math. Some of that increase can be attributed to a decrease in participation during the online phase of our school year. The transition from brick and mortar to virtual learning is a difficult adjustment for many students. It will be important that we ensure that all of our students have access to the hardware and internet necessary to connect to our virtual platform and that teachers are in constant communication with parents to update them on student participation and progress.

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

1. Maintain high levels of rigor and participation in our online learning platform is going to be one of the most unique challenges that we have faced as a school. With the school year beginning fully virtual and with a majority of the students staying virtual as the school opened for in person learning, we must ensure that we providing the highest level of education to our students on both platforms. Maintaining constant communication with parents of students who remained virtual and are struggling will be important to determine what is causing the students to not be successful. Our IT department will troubleshoot any technical issues that student are having as the teachers assess what areas of support and remediation are necessary and how the parent can help ensure that their child is present throughout each class period and focusing on the lessons presented. Teachers will create interactive lessons that allow our virtual students to participate as fully in the lesson as students who are in the classroom. Video recorded lessons and meeting handouts will be available for all students to access in the event that they missed a lesson for an absence or technical problem.
2. Increasing our learning gains with a specific focus on our lowest 25% subgroup is a goal the Western Pines sets for itself every year. Our focus this year is to provide extra time on task with a highly effective teacher to provide remediation in areas of need that will be identified through diagnostic testing and common assessments. Students will be provided with intensive classes in reading and math as well as before and after school tutorials that will be made available to our virtual students as well as those who are attending school in person. Students, especially those who perform below grade level on standardized testing will benefit greatly from being able to show that had learning gains throughout the year. This will give them confidence that they are on the right track and working their way toward achieving success on the FSA and FCAT.
3. Increasing achievement in the Science FCAT to exceed levels achieved in previous years. Western Pines saw a decline in Science achievement scores from SY18 - SY19 after showing increases in the previous years. Through data analysis, we will identify areas of weakness and adjust our instruction to remediate those areas. We will continue to offer extra help to struggling students through our morning and after school tutorials as well as science camps that will give the students more hands on standards based instruction.
4. Increasing ELA achievement in all grade levels to surpass expectations for LTO #2. One of our main goals as a middle school is to prepare our students to be ready to succeed in high school. That readiness begins with a students ability to comprehend text and think critically. By increasing achievement in ELA our students will be able to seamlessly take the next step to high school and be successful. We will be using data obtained through Reading Plus, Read 180, Just Words, diagnostic testing and common assessments to identify areas of concern and tailor our instruction to remediate those areas.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation**

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.

**Area of Focus Description and Rationale:**

In SY19, our school remained stagnant in achievement in ELA and a 4% point drop in learning gains across the board and among our lowest 25%. In Math, our school experienced a 2% point drop in achievement and a 4% point drop in learning gains overall. Our largest decrease came in learning gains among our lowest 25% which dropped by 12% points from SY18 to SY19. Improving on the losses was a key area of focus in SY20 and will continue to be our focus in SY21.

In our SY20 Winter Diagnostics, the strategies that we implemented at the beginning of the year are having a positive effect on student achievement. When comparing diagnostics from SY19 to SY20 we had a 2% increase in ELA achievement, a 1% increase in Math and a 2% increase in Science achievement.

**Measurable Outcome:**

Based on SY19 FSA and SY20 Diagnostic data, Western Pines will be aiming at achieving the following goals on SY21 FSA.  
 ELA- 4% from 70% to 74%  
 Math- 3% from 79% to 82%  
 Learning gains in ELA- 6% from 60% to 66%  
 Learning gains in Math- 6% from 71% to 76%  
 Lowest 25% LG in ELA- 5% from 52% to 57%  
 Lowest 25% LG in math- 8% from 56% to 64%

**Person responsible for monitoring outcome:**

Robert Hatcher (robert.hatcher@palmbeachschools.org)

**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.
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. We will provide live lessons to students who are working remotely that are rigorous and standards based.

**Rationale for Evidence-based Strategy:**

1. Scheduling our Math lowest 25% in an Intensive Math class will give those students extra time on task with a highly effective teacher. Providing a variety of learning tools will allow our teachers to differentiate instruction and tailor the lessons to each student.
2. Scheduling our Reading lowest 25% in an Intensive Reading class will give those students extra time on task with a highly effective teacher. Providing a variety of learning tools will allow our teachers to differentiate instruction and tailor the lessons to each student.
3. Morning and after school tutoring programs will allow students to get individual remediation in critical areas of need with a highly effective teacher.
4. Students will be working remotely at the beginning of the year and may have to continue once the building is open. These students will have access to the same level of instruction as students in the building.

## Action Steps to Implement

### 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 using SY20 FSA and SY21 Diagnostic data to identify the lowest 25% in Math
- c. Teacher will utilize available technology and instructional materials (IXL, USA, FSQ) 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)

**Person Responsible** Christina Nolli (christina.nolli@palmbeachschools.org)

### 2. Intensive Reading

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

**Person Responsible** Scott Paladino (scott.paladino@palmbeachschools.org)

### 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,

**Person Responsible** Liz Jimenez (liz.jimenez@palmbeachschools.org)

### 4. Remote Learning

- a. The school will verify that all students have access to a computer or chromebook and internet access at home.
- b. Students in need of a device or internet access will be supplied a school chromebook and/or internet hotspot hook up.
- c. Teachers will post all assignments and upload recordings of class lecture to Google Classroom for remote learning students to access.
- d. Teachers will be teaching live each day and provide additional office hours in the morning for students and/or parents.
- e. Student who continue to learn remotely when the school building opens will continue to have access to live lessons in which they can interact with their teacher and classmates.

f. Google Classroom will continue to be utilized to support and provide assignments for remote learning students once the school building is opened.

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

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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 in 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.**

**Each year, Western Pines invites Holocaust survivors to speak to students each year and give them a first hand account of the events that took place during that time period. Our students also participate in welcoming our veterans home from their Honor Flights to Washington DC as well as laying wreaths during the Winter Holiday season and placing American flags on Memorial Day at the veteran grave sites in the South Florida National Cemetery.**

**The contributions of African Americans and Hispanics are taught across all curriculum areas. Western Pines strives to provide a welcoming environment to our ELL students and their families. In addition to having multilingual staff on hand to assist non English speakers and providing signs and documents in multiple languages, Western Pines hosts two PLC meetings each year to keep our ELL families informed and allow them to provide input and ask any questions that they have about our school's programs.**

**In alignment with SB Policy 2.09 and FL State Statute 1003.42, Western Pines highlights multicultural diversity across curriculum areas. Our art classes participate in local art festivals that expose the students to works of arts from a variety of cultures. Our music appreciation classes study the musical styles and contributions of multiple ethnic and cultural groups. Multicultural contributions to the American experience are taught through our social studies department and the works that are chosen in our reading and language arts department. Western Pines offers career academies in the medical and IT fields. Students can attain an industry certification by successfully completing the IT program. These programs set students up to be successful in their high school and post school careers.**

**Western Pines is committed to creating a positive environment throughout our school. Our Swpbs promotes a culture of kindness, inclusiveness and positive behavior which each student at Western Pines is expected to uphold. Teachers are constantly on the look out for students who "ROAR", doing the right thing when they think no one is watching. Students are rewarded with ROAR cards that give them access to rewards dances and field day as well as enabling them to purchase fun items from the school store.**

**Through our Swpbs program and initiatives led by our social and emotional counselor, Western Pines is working to reduce some of the negative factors included in our EWS, with a specific focus on absence and discipline reduction. Small groups of at risk students will be meeting with our social and emotional counselor to discuss the barriers that are preventing them from being successful in school and which are contributing to their truancy and discipline issues.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Building a positive school culture and involving all of our stakeholders is one of our highest priorities at Western Pines. The school's administration meets monthly with SAC to update parents on any news or issues of importance that the community needs to know about. Parent input on the SAC is a valuable resource for the school when making academic or procedural decisions that will affect the students. Our Principal maintains a presence on social media to connect with community members in an open forum where their questions and concerns can be addressed. This has been a valuable resource in our efforts to reach all of our community members to let them know what is going on at the school and how they can help our students be successful.

Western Pines will continue to host an FSA night to inform parents of what to expect from the end of year state test and explain their role in ensuring that their child is prepared to do their best on the FSA.

Western Pines has a an amazing parent base that volunteer their time to help out in a variety of school activities. We rely heavily on our parent volunteers to organize student rewards, chaperones for dances and other activities, locker distribution and hall monitoring during times of testing. Our volunteers, in conjunction with our PTO work tirelessly to coordinate our fundraising activities to raise money that funds incentive and academic needs.

Our community partnerships also serve as a great resource for the students of Western Pines. In addition to providing incentive rewards for academic excellence, are community partners open their doors to allow our students to gain valuable experience through volunteer and internship opportunities.

Mrs. Villalobos, an 8th grade teacher in the Science department has developed a partnership with the University of Florida and the Florida Museum of Natural History and their program "A Scientist in Every Florida School" to have experts in various fields of science come to the school and work with our students in hands on, engaging activities. This partnership will continue this year through virtual visits that will allow our in person and virtual students to continue to benefit from this program.

Our Swpbs is an important part of creating a positive, inclusive culture at Western Pines. We focus on rewarding students for doing the right thing at all times, not only when they think someone is watching. The guidelines of Swpbs "ROAR" program set the example for all student to follow and lets them know that kind and considerate acts will not go unnoticed.

Teachers are also recognized for their hard work as part of our effort to create a positive school environment. Terrific Teacher Tuesdays allows students to nominate their teachers and write a note of appreciation explaining why they are "terrific." Selected teachers are acknowledged during our morning and afternoon announcements and receive a visit to their classroom from administration to deliver a special treat.

### **Parent Family and Engagement Plan (PFEP) Link**

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

## **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$1,253.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	2451 - Western Pines Community Middle	School Improvement Funds	1139.1	\$1,253.00
			<i>Notes: Pending SAC approval</i>			
					<b>Total:</b>	<b>\$1,253.00</b>