

The School District of Palm Beach County

Western Pines Community Middle



2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2020-21 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%)
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	

* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">59%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">52%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Position Title	Job Duties and Responsibilities
Hatcher, Robert	Principal	Mr. Hatcher is the school's instructional leader who manages and monitors personnel, resources and strategies to provide all students with equitable access to effective standards based instruction. He is responsible for developing and overseeing the school safety plan and ensuring the safety and security of the students and school personnel. He is also responsible for all budgetary decisions as they effect the school. Mr. Hatcher meets monthly with our school advisory council and facilitates community outreach, business and stakeholder partnerships.
Jimenez, Liz	Assistant Principal	Mrs. Jimenez is responsible for monitoring personnel, resources and strategies in academy and elective classes to ensure that instruction is data driven and standards based to meet the needs of all students. She is also responsible for the management of school facilities. Mrs. Jimenez is also our Academy Coordinator and is responsible for promoting and growing our choice programs.
Stuart, Christine	Assistant Principal	Mrs. Stuart is responsible for monitoring personnel, resources and strategies in core academic classes to ensure that instruction is data driven and standards based to meet the needs of all students. She is also responsible for managing the school's transportation and overseeing testing.
Paladino, Scott	Assistant Principal	Mr. Paladino is responsible for monitoring personnel, resources and strategies in the core academic classes to ensure that instruction is data driven and standards based to meet the needs of all students. He is also the ESOL coordinator and is responsible for providing a welcoming and inclusive environment for all of ESOL students at Western Pines as well as monitoring the progress of our ELL students and ensuring that all of the required plans and evaluations are in place.
Violi, Stephanie	Other	Mrs. Violi is responsible for overseeing the academic progress of all students who fall under the ESE umbrella. She ensures that all student IEPs are updated and accommodations applied by teachers. Mrs. Violi is also responsible for scheduling our ESE students. She supervises our paraprofessionals and ESE teachers.

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.*

8

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.*

16

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

960

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	333	328	352	0	0	0	0	1013
Attendance below 90 percent	0	0	0	0	0	0	13	15	18	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	8	17	24	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	71	79	59	0	0	0	0	209
Course failure in Math	0	0	0	0	0	0	34	73	69	0	0	0	0	176
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	27	38	43	0	0	0	0	108
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	41	44	50	0	0	0	0	135
Number of students with a substantial reading deficiency	0	0	0	0	0	0	98	81	59	0	0	0	0	238
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	145	160	125	0	0	0	0	430
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	167	129	85	0	0	0	0	381

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	57	75	73	0	0	0	0	205

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	4	8	11	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	1	2	7	0	0	0	0	10

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	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

2020-21 - 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	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

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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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				70%	58%	54%	70%	56%	53%
ELA Learning Gains				60%	56%	54%	64%	57%	54%
ELA Lowest 25th Percentile				52%	49%	47%	56%	49%	47%
Math Achievement				79%	62%	58%	81%	61%	58%
Math Learning Gains				71%	60%	57%	75%	61%	57%
Math Lowest 25th Percentile				56%	53%	51%	68%	54%	51%
Science Achievement				72%	52%	51%	78%	55%	52%
Social Studies Achievement				91%	75%	72%	93%	75%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	73%	58%	15%	54%	19%
Cohort Comparison						
07	2021					
	2019	65%	53%	12%	52%	13%
Cohort Comparison		-73%				
08	2021					
	2019	69%	58%	11%	56%	13%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	72%	60%	12%	55%	17%
Cohort Comparison						
07	2021					
	2019	54%	35%	19%	54%	0%
Cohort Comparison		-72%				
08	2021					
	2019	85%	64%	21%	46%	39%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	70%	51%	19%	48%	22%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	72%	18%	71%	19%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	64%	34%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

In grades 6-8 we will use USAs in the Fall, in the Winter, and in the Spring.

Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	91.4	77.1	68.1
	Economically Disadvantaged	97.1	73.3	65.3
	Students With Disabilities	X	53.3	41.7
	English Language Learners	X	0.0	0.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51.7	41.3	44.1
	Economically Disadvantaged	43.2	33.9	34.1
	Students With Disabilities	17.4	8.1	11.1
	English Language Learners	0.0	0.0	0.0
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.2	67.1	62.4
	Economically Disadvantaged	45.2	58.3	52
	Students With Disabilities	14.3	48.9	.37.7
	English Language Learners	0.0	12.5	22.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54.7	62.2	57.7
	Economically Disadvantaged	48.8	55.8	51.7
	Students With Disabilities	39.6	53.3	48.4
	English Language Learners	25.0	38.5	42.9
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	91.4	91.4	80.5
	Economically Disadvantaged	91.3	91.3	75.1
	Students With Disabilities	X	X	55.6
	English Language Learners	X	X	50
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	80.6	76.8	76.8
	Economically Disadvantaged	76.5	70.4	70.4
	Students With Disabilities	58.3	54.2	51
	English Language Learners	30	25	21.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44.9	55.9	70..
	Economically Disadvantaged	44	51.3	65.6
	Students With Disabilities	24.4	27.7	44
	English Language Learners	50	36.4	53.8
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	X	X	100
	Economically Disadvantaged	X	X	100
	Students With Disabilities	X	X	X
	English Language Learners	X	X	X
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	37	42	33	37	36	27	39	75	52		
ELL	39	55	45	56	43	24	33	86			
ASN	83	69		84	53		85	100	83		
BLK	69	62	57	55	44	26	59	98	72		
HSP	60	55	40	66	49	31	55	87	63		
MUL	69	60		79	58		73		71		
WHT	63	46	30	67	46	29	68	89	69		
FRL	60	52	42	58	43	31	61	86	58		
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			

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
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	37
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	10
Percent Tested	76%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	46
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
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	60
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	54
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	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	56
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When comparing SY21 FSA to SY21 FSA Diagnostic we get the following results:

- ELA (overall) - Diag. - 59; SY21 FSA - 63; Difference: +4
- ELA (6th) - Diag. - 52.7; SY21 FSA - 64; Difference: +11.3
- ELA (7th) - Diag. - 53.4; SY21 FSA - 63; Difference: +9.6
- ELA (8th) - Diag. - 68.8; SY21 FSA - 63; Difference: -5.8
- Math (overall) - Diag. - 53; SY21 FSA - 57; Difference: +4
- Math (6th) - Diag. - 39; SY21FSA - 52; Difference: +13
- Math (7th) - Diag. - 30.8; SY21FSA - 34; Difference: +3.2
- Math (8th) - Diag. - 67.6; SY21FSA- 68; Difference: +.4
- Civics - Diag. - 72; SY21FSA - 88; Difference: +16
- Science- Diag. - 71; SY21FSA - 63; Difference: -8

This past school year so a dramatic increase in number of students with a course failure in ELA and Math. In SY19 we had a total of 109 course failures in ELA and Math combined. That number climbed to 385 course failures in SY21. While much of this can be contributed to unique nature of the hybrid system we used in SY21, one of our main focuses for SY22 will be to reduce course failures through a tutoring program during the school day as well as providing support for students before and afterschool. We will continue to focus on improving the achievement levels and learning gains in our ESE and ELL subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

When analyzing the data from SY19 and SY21, the data components that demonstrate the greatest need for improvement are learning gains in both Math and ELA with a specific focus on our lowest 25%. When comparing FSA data from SY19 to SY21 Western Pines saw double digit decreases in learning gains in all measured categories. Overall learning gains in Math decreased by 13% and Math learning gains amongst the lowest 25% decreased by 22%. Overall learning gains in ELA decreased by 28% with a 33% decrease in the lowest 25%. These decreases in learning gains outpaced our decreases in proficiency in Math and ELA which were 12% and 5% respectively. Increasing in-school student attendance rate will be an important factor in improving learning gains across tested areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The main factor that contributed to the decrease in learning gains from SY19 to SY21 was the decrease of time on task in the classroom with highly qualified teachers. During SY21 the majority of our students were at home taking part in virtual learning and did not have the support necessary to be successful in the classroom. It was extremely difficult for our teachers to monitor students who were online while also monitoring the brick and mortar students. Many of our students had issues with technology at home and extended absences due to illness, further limiting their ability to be successful learner. Our tutorial programs were greatly compromised as well due to the pandemic and our need to limit the time and movement of students while on campus.

These factors will be addressed by having all of our students on campus and in the classroom with a highly qualified teacher. We have added daily tutorial sessions during the school day which will be used to target students who are in need of remediation as well as those who on the borderline of moving up a level on the FSA. This daily tutorial will supplement our morning and afterschool tutorial programs to ensure maximum time on task for all of our students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on data from SY19 and SY21, one area that made the most improvement was our MS Acceleration which gained 13 points when comparing the two testing years. Algebra 1 had an 82.5% proficiency rate with the following subgroup breakdowns: Black 82.4%, Hispanic 76.1%, ELL 82.5%, and FRL 72.5%. Our Geometry students had a 97.7% proficiency rate on the EOC with the following subgroup breakdowns: Hispanic 90.9% and FRL 100%. Another area of improvement was seen on the FSA ELA in two of our subgroups, SWD and Black students. SWD's gained 7 points in the percentage of proficient students from 25.8% in SY19 to 32.8% in SY21. Our Black students gained 4.2 points in the percentage of proficient students from 63.1% in SY19 to 67.3% in SY21.

What were the contributing factors to this improvement? What new actions did your school take in this area?

One of the contributing factors to the improvement in our MS Acceleration is the administration's implementation of a policy 3 years ago to maximize the number of students enrolled in advanced placement classes beginning in 6th grade and providing tutorial support in the mornings, afternoons and select lunch periods. By scheduling the majority of our students in advanced placement classes, we were able to expose these students to a rigorous curriculum with highly qualified teachers that prepared them for the high school level EOC exams in the 7th and 8th grade. Another factor in the gains made in our MS Acceleration is the expansion of our industry certification classes to include students who were not enrolled in our IT academy. These courses prepared an increased number of our students to successfully complete the IT industry certification exams at the end of the year. The gains made by our subgroups in ELA can be attributed to the use of data collected through USA, FSQ, Reading Plus and common assessments to identify specific areas in need of remediation and tailoring our instruction to address these areas. Our ESE support teachers met regularly with the teachers of record to review student performance and implement reading strategies to target areas of weakness. Teacher's in our intensive reading classes utilized Mackinvia to help struggling readers improve their comprehension.

What strategies will need to be implemented in order to accelerate learning?

Teachers in all subject areas will take part in weekly PLC meetings to unpack standards, design standards based lessons and review data from common assessments, USA's and FSQ's to identify areas in need of remediation. Our teachers will continue to integrate technology resources into their lessons to keep students engaged in their learning.

Morning/afterschool tutorials as well as small group tutoring sessions will be conducted during Tiger Time each day. Struggling students and those identified as being on the high end of their FSA level and close to improving a level will be pulled during Tiger Time to work with highly qualified teachers

on specific areas of remediation.

Our ELL students will continue to work with Imagine Learning and Read 180 to supplement their language acquisition.

ELA- Focus on the Big 7 reading strategies and incorporate them into their daily lessons. Use Teengagement to give our lowest readers high interest stories to work with. Wilson's Just Words for spelling and decoding with our lowest readers. Reading Plus to build fluency, comprehension skills and vocabulary and CPalms to reinforce and teach ELA standards.

Social Studies- Support ELA through writing in their content area. Support Civics in lower grades by exposing students to the concepts they will be learning in 7th grade.

Math- Incorporate Khan's Academy into their daily lessons

SEL- Daily "Mindful Minutes" to support student mental health. Individual and small group counselling for students at risk.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development will be focused on the following areas:

- Data analysis and creating lessons designed to target areas identified as being in need of remediation. This will be done during weekly PLCs as well as on professional development days.
- Differentiating instruction for our ELL students and creating a welcoming and inclusive environment.
- Implementing SwPBS to ensure student buy-in and improve student morale and behavior.
- Incorporating technology to increase student engagement
- Supporting the social and emotional health of our students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our main focus is to ensure that all of our students show growth throughout the school year and are prepared for highschool after 8th grade. We will accomplish this by increasing student time on task with highly qualified teachers through morning, afterschool and midday tutorials in all subject areas.

- Teachers will incorporate technology and engagement strategies into their daily lessons.
- PLCs will be used to identify the lowest 25% and data from a variety of sources will be analyzed to allow teachers to focus instruction on areas of need.
- Encourage reading through the Reading Counts reward system in which students can receive 5 points of extra credit for their core classes.
- Hold FSA Nights in tested subject areas to prepare students for the rigors of taking state assessments and EOCs.
- Provide safe spaces and counseling through our SEL counselor and school psychologist to students with social and emotional needs. Work with our Data counselor to provide support for students suffering from the effects of personal or family member substance abuse.
- Create a welcoming and inclusive environment by providing information and forms as well as having signs throughout the school in student's home language. Inviting our ELL parents to be a part of our PLC, SAC and other extra curricular school activities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

To ensure progress towards student achievement in ELA an 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.

Western Pines will focus on standards-aligned instruction this year to ensure that students are receiving rigorous instruction that will prepare them to increase their proficiency and learning gains on the state assessment and move closer to achieving the district's goal of preparing all of our students for success in high school.

Area of Focus Description and Rationale:

Western Pines saw decreases in all measurable categories from SY19 to SY21 with the most significant drops coming in the area of learning gains of our lowest 25%. We lost 14% points in learning gains for our lowest 25% in ELA and 26% points in learning gains for our lowest 25% in Math.. We also saw decreases in proficiency in our ESSA subgroups when comparing SY19 to SY21. On the SY21 Math FSA, Western Pines had a 57% proficiency rate. ELLs scored 20.8%, down from 28% on the SY19 FSA. SWDs proficiency was 28.8% down from 44% in SY19. Black students were at 45.5% down from 56% in SY19 and Hispanic students scored at 57% proficiency, down from 69.3% in SY19. On the SY21 ELA FSA, Western Pines had a 63% proficiency rate. ELLs were at 4.3% down from 9.7% in SY19. SWD's had a 32.8% proficiency rate which was up 7 points from SY19. Our Black students exceeded school averages in SY21 with 67% of the students scoring proficient, up 4 points from SY19 and our Hispanic students scored 57.9% proficient, down 6.1% from SY19.

Measurable Outcome:

Based on SY21 FSA will be targeting the following goals for the SY22 FSA:
 ELA- 5% gain in proficiency from 65% to 70%; 7% increase in overall ELA learning gains from 53% to 60% and a 7% increase in learning gains for our lowest 25% in ELA from 38% to 45%.
 Math- 7% gain in proficiency from 67% to 74%; 10% increase in overall learning gains from 47% to 57% and a 10% increase in learning gains for lowest 25% in Math from 30% to 37%.

Monitoring:

Progress toward achieving the desired outcomes for our Area of Focus will be monitored through the collection of data and data analysis during weekly PLCs. Data will be collected by teachers through USA's, FSQ's, Common Assessments, State Assessment Diagnostic, Reading Plus, Khan's Academy and Imagine Learning. Our schools counselors will be monitoring student attendance and grades to ensure that students who are exhibiting any of the early warning indicators are given the necessary support and remediation. Administration will work with teachers and counselors during PLCs and department meetings unpack the standards and create lessons that are rigorous and standards based.

Person responsible for monitoring outcome:

Robert Hatcher (robert.hatcher@palmbeachschools.org)

Evidence-based Strategy:

1. Targeted scheduling which will give our lowest 25% in ELA extended time on task with a highly qualified teacher through intensive classes.
2. Tutorials- Morning and After school tutorials will be held daily in core subject areas for at risk students. Additional tutorials will be provided during the school's "Tiger Time" which will target struggling students identified through data analysis.

3. Professional Learning Communities- Teachers will meet weekly with administrations to engage in an in-depth unpacking of the standards, data collection and analysis and creating standards based lessons.

1. Students in our lowest 25% in will be enrolled in an intensive reading course to provide additional time on task with a highly effective teacher. The classes will utilize Just Words, Teengagement, Imagine Learning and Reading Plus to drive instruction.

Rationale for Evidence-based Strategy:

2. Additional time on task with highly effective teachers will be provided through our morning, after school and "Tiger Time" tutorials. Students in our lowest 25% including our SWD and ELL students will work in a small group setting with personalized instruction to target areas in need of remediation.

3. Teachers will work collaboratively to analyze and discuss data, unpack standards and create standards based lessons. Teachers will identify student strengths and weaknesses to guide future instruction to target areas of need.

Action Steps to Implement

1. Targeted Scheduling

a. We will create Intensive Reading classes for level 1 and level 2 students as well as our ELL population.
b. Teachers will utilize Teengagement, Just Words, Imagine learning and Reading Plus to drive instruction and collect data on student progress.

c. Progress will b

a. We will hire teachers to provide morning and after school tutoring in ELA, math and Science
b. Administration will pull students identified as being in need of remediation during "Tiger Time" to receive small group instruction with a highly qualified teacher in core subject areas.
c. ESSA sub groups will be targeted for small group instruction.

3. Professional Learning Communities

Person Responsible [no one identified]

1. Target Scheduling

a. We will create Intensive Reading classes for level 1 and level 2 students which will be taught by highly effective teachers
b. Teachers will utilize Teengagement, Just Words, Imagine Learning and Redding Plus to drive instruction and collect data on student progress.
c. Progress will be continuously monitored by teachers and administration to target specific areas of need and provide reteaching opportunities for skills in which students have not shown mastery.

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

2. Tutorials

a. We will hire teachers to provide morning and after school tutoring in ELA, math and Science
b. Administration will pull students identified as being in need of remediation during "Tiger Time" to receive small group instruction with a highly qualified teacher in core subject areas.
c. ESSA sub groups will be targeted for small group instruction.

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

3. Professional Learning Communities

a. Teachers will meet within their subject area/grade level weekly with administration to unpack standards to create lessons that are rigorous and standards based.
b. Data collected through a variety of diagnostic tools will be analyzed to identify areas in need of

remediation and target students for extra time on task through our tutorial program.

c. Proven effective strategies will be shared with grade level/subject area teachers to ensure that all students have access to rigorous lessons that are proven to increase proficiency.

Person Responsible Christine Stuart (christina.stuart@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

A review of the data from SafeSchoolsforAlex.org shows that Western Pines ranked 232 out of 553 in the state of Florida and 15 out of 36 in the county for school discipline incidents. Our violent incidents were in proportion with our overall incident total. Western Pines ranked 226/553 in the state and 16 out of 36 in the county. The majority of the incidents were in the fight category with 0.6 per 100 students followed by threats at 0.4 per 100 students. We ranked 1st in the state and the county in property incidents. Our highest level of incidents came in the drug and public order category. Western Pines ranked 353 out of 553 school in the state and 24 out of 36 in the county for these types of incidents. Use of tobacco was the most prevalent incident that occurred on campus with a frequency of over 1 per 100 students. Our school suspensions were in line with the frequency of overall incidents in the school. We ranked 225 out of 553 in the state and 17 out of 69 in the county in rate of suspension. Our out of school suspension saw decrease from SY18 to SY19 from 93 to 82 while our in school suspension remained relatively stagnant.

In order to decrease the number and rate of incidents we will be increasing the fidelity in which we implement our SwPBS ROAR program. Teachers will promote positive behavior in their classrooms and reward students with ROAR cards that can be used at our ROAR store. Student academic success will be recognized every quarter when parents are invited to attend our honor roll ceremony where students receive their certificates and a treat for their accomplishments. Our counselors will also play a roll in decreasing the discipline incidents at our school. Students who engage in a severe discipline incident or are referred to the school based team for behavior concerns will meet weekly with a counselor to monitor their behavior and work on strategies to reduce their behavior incidents.

Drug and tobacco awareness signs are posted throughout our school and our in school DATA counselor works with individual students to reduce incidents of tobacco/drug use. We will also be working with district and their ATOD program to educate students who have incidents of alcohol, tobacco or drug use and deter them from using those substances in the future.

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.

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 the SAC to update parents on any news or issues of importance that the community needs to know about. Parents 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 and keep them apprised of what is going on at the school and how they can help our students be successful.

With the unique challenges we face this year, it is more important than ever to keep parents informed and provide support for students who are affected in their academics as well as mental and physical health. Mr. Hatcher will utilize the Parentlink communication to give parents daily updates and reassure them that all of the mandatory precautions are being taken to ensure their children's safety.

Western Pines has a strong support system in place to focus on our students' social and emotional learning. Our team is led by Mr. Grabbe, our SEL counselor and includes our school guidance counselors, Ms. Beighley, Ms. Sanchez, and Ms. Hullender. Western Pines also has a DATA counselor on site to work with students struggling with substance abuse issues both personally and in their family lives. Each morning before the beginning of our first class, Mr. Grabbe leads the school in SEL exercises that are designed to get students to interact and share information about themselves and their life experiences. Our counselors meet regularly with students who have been identified by our SBT as having social and emotional issues. Western Pines will also be utilizing Suite 360 to educate students on the issues related to mental health awareness.

Western Pines strives to create an open and welcoming environment for all of our students and their families. Our ELL Counselor works in coordination with the district's multicultural department to ensure that all of the needs of our migrant and ELL families are met and that they have access to all of the information they need to help their child succeed in school. Our bilingual front office staff and data processor greet all of our incoming ELL students and parents and guide them through the registration process. We invite parents twice a year to meet with ELL staff and administration at our PLC to discuss topics that are pertinent to their child's success and well being. Western Pines has 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 CTA work tirelessly to coordinate our fundraising activities which go toward incentives for student academic and behavioral achievements as well as providing resources for students in need.

Our community partnerships also serve as a great resource for students of Western Pines. In addition to

providing incentive rewards for academic excellence, our community partners open their doors to allow our students to gain valuable experience through volunteer and internship opportunities.

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. Students can earn ROAR cards, which can be used at our ROAR store, for demonstrating positive behavior.

Teachers are also recognized for their hard work as part of our effort to create a positive school environment. This year we created a Teacher Appreciation committee that is charged with recognizing the effort and dedication of our faculty and staff. Each morning a new staff member is recognized on the morning announcements as the "Staff Member of the Day" and a treat is delivered to them in their classroom. We will also be continuing our "Terrific Teacher Tuesday" which allows students to nominate their teachers and write them a note of appreciation explaining why they are "terrific".

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Creates an environment where teachers can work collaboratively and share ideas to ensure student success. The principal will oversee communications with parents, faculty and staff to keep all of our stakeholders informed on what is going on at the school and the many successes we encounter.

Assistant Principals: Work with teachers during PLCs to identify students who are in need of academic or personal assistance. Organize and monitor the school's positive culture and environment initiatives including ROAR cards, Money Machine, Terrific Teacher Tuesdays, Staff Member of the Day, and Academic Achievement Ceremonies.

Teachers- Recognize student positive behavior and academic achievement through our ROAR card program. Nominate fellow teachers/staff for peer recognition. Sponsor clubs and activities that promote inclusivity and a welcoming environment.

Office Staff- As the firsts staff members that parents see when entering the building, they create a welcoming environment by greeting our visitors and being available to provide information and service in parent's home language.

Counselors- Promote a positive culture and environment through our morning social and emotional health rituals and working with students on an individual and small group basis to ensure that they feel safe, welcome and included.

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 our 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.

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 attributing to their truancy and discipline issues.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5000	120-Classroom Teachers	2451 - Western Pines Community Middle	School Improvement Funds	960.0	\$0.00	
<i>Notes: Pending SAC approval</i>						
Total:					\$0.00	