Western Pines Community Middle

2022-23 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: 5/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2021-22 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	2021-22: A (65%) 2018-19: A (70%) 2017-18: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Preddy, Philip	Principal	As principal of Western Pines Middle School, Mr. Preddy manages all aspects of the educational program. Mr. Preddy 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. Mr. Preddy responsible for all budgetary decisions and is the decision maker in regards to the master schedule, teacher evaluations and supervision, Palm Beach Model of Instruction, professional development, PLCs, hiring new teachers and school improvement activities. Other responsibilities include the following: - Assistant Principal supervision - Deliberate Practice for instructional staff - Discipline referral monitoring - School Advisory Council - School/Community Facilitation - Supervision of non-instructional personnel
Jimenez, Liz	Assistant Principal	Mrs. Jimenez is responsible for monitoring personnel, resources and strategies in our choice academies, math and elective classes to ensure that instruction is data driven and standards based to meet the needs of all students. ?She supports professional learning focused on content, instruction and data analysis while leading PLCs in Math and Elective classes. She is also responsible for management of school facilities, coordinating our morning and afterschool program, student scheduling, and SIS. Mrs. Jimenez is also the chairperson of the Western Pines SAC. Other duties and responsibilities include: - Masterboard Coordinator - Intramurals Coordinator - PBS Supervising AP - 6th Grade and Academy Discipline
Stuart, Christine	Assistant Principal	Mrs. Stuart is responsible for monitoring personnel, resources and strategies in the the Language Arts and Reading departments to ensure that instruction is data driven and standards based to meet the needs of all students. She supports professional learning focused on content, instruction and data analysis while leading PLCs in Language Arts and Reading. She is also responsible for managing the school's transportation and oversees the implementation of state testing. Mrs. Stuart oversees our staff appreciation program to recognize teachers and build a positive culture among the staff. Other duties and responsibilities include: - 7th Grade Discipline - Data collection and analysis - Performance Matters
Paladino, Scott	Assistant Principal	Mr. Paladino responsible for monitoring personnel, resources and strategies in Social Studies and Science to ensure that instruction is data driven and standards based to meet the needs of all students. He supports professional

Name	Position Title	Job Duties and Responsibilities
		learning focused on content, instruction and data analysis while leading PLCs in Social Studies and Science. Mr. Paladino is also the ESOL coordinator and is responsible for providing a welcoming and inclusive environment for all ESOL students and their families at Western Pines. Mr. Paladino monitors the progress of our ELL students and oversees compliance in the ESOL program by ensuring that the required plans and evaluations are in place. Other responsibilities include: - Deliberate Practice for instructional staff - Safety plan and implementation of safety drills - Textbook management and distribution - School Improvement Plan - District Accreditation

Demographic Information

Principal start date

Sunday 5/1/2022, Philip Preddy

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

989

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	339	328	321	0	0	0	0	988
Attendance below 90 percent	0	0	0	0	0	0	81	44	63	0	0	0	0	188
One or more suspensions	0	0	0	0	0	0	12	52	41	0	0	0	0	105
Course failure in ELA	0	0	0	0	0	0	16	33	16	0	0	0	0	65
Course failure in Math	0	0	0	0	0	0	16	57	37	0	0	0	0	110
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	20	55	55	0	0	0	0	130
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	38	56	44	0	0	0	0	138
Number of students with a substantial reading deficiency	0	0	0	0	0	0	75	103	95	0	0	0	0	273

Using the table above, complete the table below with the number of students by current grade level who have 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	52	48	49	0	0	0	0	149

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	2	5	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	2	1	0	0	0	0	3

Date this data was collected or last updated

Saturday 9/3/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	53%	50%				70%	58%	54%
ELA Learning Gains	52%						60%	56%	54%
ELA Lowest 25th Percentile	38%						52%	49%	47%
Math Achievement	73%	35%	36%				79%	62%	58%
Math Learning Gains	71%						71%	60%	57%
Math Lowest 25th Percentile	60%						56%	53%	51%
Science Achievement	61%	56%	53%				72%	52%	51%
Social Studies Achievement	88%	64%	58%				91%	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	2022					
	2019	73%	58%	15%	54%	19%
Cohort Comparison						
07	2022					
	2019	65%	53%	12%	52%	13%
Cohort Comparison		-73%				
08	2022					
	2019	69%	58%	11%	56%	13%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	72%	60%	12%	55%	17%
Cohort Comparison						
07	2022					
	2019	54%	35%	19%	54%	0%
Cohort Comparison		-72%				
08	2022					
	2019	85%	64%	21%	46%	39%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	70%	51%	19%	48%	22%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	72%	18%	71%	19%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	64%	34%	61%	37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	29	28	39	53	40	30	65	56		
ELL	38	48	43	49	62	52	42	55	75		
ASN	71	42		85	85		73	87	82		
BLK	60	51	37	67	73	65	47	94	93		
HSP	58	50	41	69	67	48	58	86	81		
MUL	65	52		65	55			91	92		
WHT	62	54	34	76	73	68	66	86	86		
FRL	55	51	39	67	68	57	53	84	83		
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			

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
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
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	27
Total Points Earned for the Federal Index	616
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	49
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	65
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	59
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	70
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	67
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	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 SY19 FSA to SY22 FSA Western Pines saw the following results:
ELA
overall- SY19: 70%; SY22: 61%
6th- SY19: 73%; SY22: 66%
7th- SY19: 65%; SY22: 57%;
8th- SY19: 69%; SY22: 57%
LG- SY19: 60%; SY22: 52%
LG Low 25- SY19: 52%; SY22: 38%

Math
overall- SY19: 79%; SY22: 73%
6th- SY19: 72%; SY22: 58%
7th- SY19: 54%; SY22: 46%
8th- SY19: 85%; SY22: 81%
Lg- SY19: 71%; SY22: 71%
LG Low 25- SY19: 56%; SY22: 60%

Science
SY19: 72%; SY22: 61%

Civics
SY19: 91% SY22: 87%

English Language Proficiency (ELL)- SY19: 23.3%; SY22: 10.9%

ESSA Subgroups
ELA
SWD: -4% ELL: -2% ASN: -14% BLK: -3%. HSP: -9%. WHT: -10% FRL: -10%
Math
SWD: -9% ELL: -3% ASN: -4% BLK: 4%. HSP: -8%. WHT: -7% FRL: -7%

Based on an assessment of the comparison between state testing in SY19 and Sy22, Western Pines saw decreases in all areas with the exception of Math overall LGs (0% change), Math LGs in our lowest 25% (+4%) and Math achievement in our Black population (+4%). Western Pines focus will be to increase proficiency in all tested areas so that they meet the levels achieved in SY19 as well as increasing learning gains in all areas with a specific focus on our lowest 25% and our ESSA subgroups.

We must provide added support to all of our students performing below proficiency, using various models of instructions that target the deficiencies of each learner.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When analyzing the available data the components that demonstrate the greatest need for improvement are achievement and learning gains in ELA as well as achievement in Science. The data trend shows a continuous decrease in achievement level from SY19 to SY22 as well as a decrease when compared to other Palm Beach County middle schools. Although there were comparable decrease in achievement in Math from SY19 to SY22, Math showed significant increases when comparing SY21 and SY22. This was not the case in ELA and Science where a downward trend exists across all three tested years. Proportion of a Year's Growth (PYG) in our ESE population saw a significant drop from SY21 (1.13) to SY22 (.80). This drop in PYG further shows the need to focus on the learning gains of our lowest 25% in ELA. Increasing the student attendance rate and providing more time on task in ELA and Science will be important factors in improving learning gains and achievement in those 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 factors that contributed to the decrease in learning gains and achievement in ELA and Science were the adjustment of students returning full time to the brick and mortar setting who had previously been attending virtually and a loss of highly qualified teachers in our reading department through the course of the year.

Having highly qualified teachers in our Reading, Language Arts and Science classes is the first step that Western Pines must take to ensure the academic success of all of our students. Students in our lowest 25% will be placed in an Intensive Reading course to ensure more time on task with a highly qualified teacher. We have created elective classes that will be focusing on areas of need in ELA and Science and scheduled students in those classes who have deficiencies in targeted areas.

During PLC meetings our focus will be on unpacking the ELA B.E.S.T standards to ensure that our instruction is standards based. We will also be analyzing common assessment and diagnostic data to identify areas in need of remediation.

Our ESE support teachers will meet regularly with the subject area teachers to review student performance in our lowest 25% and implement reading strategies that target areas of weakness.

Providing more time on task for our underperforming students will be a vital aspect of our plan to improve achievement. Low performing students will be given the opportunity for morning and afterschool tutoring with highly qualified teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Learning gains among our lowest 25% Math had a 4% increase when comparing SY19 to SY22 and a 30% increase from SY21 to SY22. Among our ESSA subgroups we saw 4% increase in Math achievement among our Black student population. Our Black students also had an increase of 7% in Math learning gains and 14% increase in Math learning gains among our lowest 25%. Our ELL population also saw a 4% increase in ELA learning gains among the lowest 25% and 4% increase in Math learning gains across all ELL students. Science achievement was also an area where our ELL population saw an increase in proficiency. From SY19 to SY22 our ELLs score 14% more proficient on

the Science FCAT. Finally, Western Pines had a 4% increase in Middle School Acceleration from 81% in SY19 to 85% in SY22.

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 of our lowest 25% in Math can be attributed to the use of data collected through common assessments, diagnostic testing, IXL, Math Nation, FSQs and USAs to identify specific areas in need of remediation and tailor instruction to target those areas. There was also a greater focus in SY22 on giving our lowest level students more time on task in Math with peer tutors and highly qualified teachers. Students were given time in the morning and afternoon as well as during the school day in their elective class to remediate areas of need in Math. Our ESE support teachers met regularly with the subject area teachers to review student performance and implement strategies to remediate areas of weakness.
Our ELL population benefited greatly from the addition of a highly qualified bilingual teacher in the classroom as well as the addition of a CLF for SY22. Data collected from Imagine Learning, Achieve 3000 and diagnostic testing provided the teachers with specific areas of weakness to focus instruction on The CLF worked closely with subject area teachers to provide support and remediation in areas of need for our ELL students.
Western Pines MS Acceleration component continued to benefit from our policy of maximizing the number of students enrolled in advance placement class and an increase in our industry certification classes to include student from outside our IT Academy.

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, USAs, FSQs and diagnostic testing to identify areas in need of remediation and target instruction to the individual needs of our students. Our teachers will continue to integrate technological resources into their lessons to keep students engaged in their learning.
There will be a greater focus this year on students taking ownership of their learning and tracking their achievement and progression as well as identify areas of weakness in their core subject areas.
Western Pines will increase achievement and learning gains among all of our stakeholders through the use of standards based instruction, in depth data analysis and research based instructional practices in our classrooms.
We will continue to give students among all subgroups the opportunity to be enrolled in advanced placement courses.
Social Studies will support ELA through the teaching of writing strategies using the textbook and primary sources for citing evidence. 6th grade classes will support Civics by exposing students to the concepts they will be learning in 7th grade.
Western Pines will take part in the Million Word Challenge to promote and incentivize students to increase reading frequency.
Our Tutorial program will continue in the morning and afternoon as well as through elective classes during the school day. Our lowest performing students will receive scheduling priority in these classes, giving them additional time on task with a highly effective teacher.

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 in need of remediation
- Unpacking B.E.S.T standards and creating standards based lesson
- Differentiating instruction and creating subject area resources for our ELL student population

- Making connections with students and implementing SwPBS to improve student morale and decrease discipline incidents
- Supporting the social and emotional health of our students through Youth Mental Health First Aid training.

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 will be on our academic excellence and growth as outlined in our district's strategic plan. This will be accomplished by implementing standard's based, data driven instruction and using progress monitoring tools to track student growth and identify areas of need.
Morning and afternoon tutorials as well as additional time on task during the school day with highly qualified teachers will be provided throughout the school year for students performing below grade level.
In order to increase Reading Proficiency:
Data collected through Imagine Learning, Achieve 3000 and Wida testing will be used to provided targeted Reading instruction to our ELL students
IReady will be purchased to be used in our ELA classes to enhance student achievement and remediate areas of need.
Level 1 and level 2 students will be enrolled in Intensive Reading classes with a highly qualified Reading teachers. Data gathered through Reading Plus will be used to monitor student progress and target instruction based on individual needs.
Reading Counts and Million Word Challenge in order to provide student incentives to increase Reading frequency
Reading and Reading strategies will promoted across all content areas
Teachers will be provided common planning to meet weekly with their teams as well as ESE/ELL teachers to plan the implementation of ELA B.E.S.T standards.

Increasing attendance and time in class through monthly incentives for perfect attendance. Counselors and Administration will work with students to provide strategies to decrease incidents of discipline that result in time out of class.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Focusing on Instructional Practice as it relates to Standards-aligned instruction in ELA, Math and Science to achieve the academic objectives outlined in the District's Strategic Plan: Ensuring that all students engage in teaching nd learning that results in academic excellence; Accelerating student learning using innovative and differentiated approaches; Improving equitable participation in programs and resources. Western Pines' focus on standards-aligned instruction will ensure that all students are receiving rigorous, standards based instruction that will increase proficiency and learning gains on state assessments. Western Pines improved in most measurable categories from SY21 to SY22 and only saw minimal decrease in the categories where improvements were not made. This is not the case when comparing SY19 to SY22 where Western Pines saw decreases in proficiency in a majority of the measurable categories. Overall there was 43 point drop from SY19 to SY22. These decrease were exhibited in ELA Achievement (-9%); ELA learning gains (-8%); ELA LG in the lowest 25 (-14%); Math Achievement (-6%); Civics (-3%); and Science (-11%). ESSA subgroups also showed decreases in proficiency from SY19 to SY22. Achievement in ELA was down among the following groups: FRL (-10%); White (-10%); Hispanic (-9%); Black (-3%); Asian (-13%); ELL (-2%) and SWD (-2%).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on SY19 and SY22 FSA data, we will be targeting the following goals for the SY23 FSA: ELA- 4% increase proficiency from 61% to 65% Science- 5% increase in proficiency from 61% to 66% Math- 4% increase in proficiency from 73% to 77% Civics- 3% increase in proficiency from 87% to 90%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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. Teachers will input their assessment data on the subject area data spreadsheet and identify areas in need of remediation. Data sources will include common assessments, USAs, FSQs, Reading Plus, IXL (Science and Math), Khan's Academy, Achieve 3000, Imagine Learning and State Diagnostic Testing. Student attendance and grades will be monitored by our school's guidance counselors to ensure that students who are exhibiting any of the early warning indicators are given the necessary support and remediation. PLCs will be led by administration, department heads and grade level leaders with a focus on data analysis and creating rigorous, standards based lessons. Admin will also be monitoring standards based lesson implementation during classroom walk throughs and formal observations.
Person responsible for monitoring outcome:	Philip Preddy (philip.preddy@palmbeachschools.org)
Evidence-based	1. Targeted scheduling- Students in the lowest 25% in ELA will be scheduled in Intensive Reading and tutoring classes to give them extra time on task with a highly qualified teacher

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

2. Technology based instruction in all Core classes. IXL will be utilized in Science. Math will also be using IXL along with Math Nation. Language Arts and Reading will be using Reading Plus. In Civics, teachers infuse Brain Pop, Quizlet, Quizizz and Plickrs into their lesson plans to enhance lessons and monitor student progress.
3. Tutoring- Western Pines has daily before and after school tutoring as well as tutoring classes where lower level students can receive remediation.
4. Professional Learning Communities- Teachers meet weekly with their grade level/ subject and bi weekly as a department with administration to engage in an in-depth unpacking of the standards, data collection and analysis and creating standards based lessons

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

1. Scheduling students in need of remediation in Intensive Reading classes and tutoring electives will give those students more time on task with a highly qualified teacher. Reading Plus, Imagine Learning, Achieve 3000 and Just Words will be used to provide remediation and increase student achievement.

2. IXL and Math Nation have shown proven results in Math in both USA and FSQ achievement but also in learning gains among all tested groups. Reading Plus, IXL Science, as well as Brain Pop, Quizlet and Plickrs enable students to remain engaged in lessons while providing differentiated instruction and data collection.

3. Tutoring gives students more time on task with a highly qualified teachers and allows them to focus instruction on areas in need of remediation.

4. PLC's allow teachers and administration to work collaboratively to analyze data and determine areas in need of remediation and to plan standards based lessons.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Targeted Scheduling
a. Intensive Reading classes will be created for level 1 and level 2 students as well as our below grade level ELL students.
b. Teachers will use Reading Plus, Just Words, Imagine Learning, Achieve 3000 to drive instruction and collect data on student progress
c. Schedule elective classes that will focus on remediation in ELA, Math and Science.
d. Target ESSA subgroups for small group instruction
e. Administration will create the master schedule and monitor the implementation of standards based lessons through PLC' s and classroom walk throughs.

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

2. Technology based instruction
a. Ensure that all students have access to a computer
b. Teachers will be provided access to Reading Plus, IXL, Imagine Learning, Achieve 3000, Khan's Academy and Math Nation
c. Data collected from adaptive technology will be used to focus instruction and remediation on identified areas of need
d. PLC's will be held to analyze data and collaborate with grade level/subject area teachers to develop standards based lessons.
e. Administration will oversee the distribution of technology resources and take part in PLC's

Person Responsible	Philip Preddy (philip.preddy@palmbeachschools.org)

3. Tutoring
a. Hire highly qualified teachers to provide morning and after school tutoring in ELA, Math and Science
b. Use student data to determine which students are in need of remediation and extra time on task
c. Schedule students in need of remediation in tutoring electives
d. Regularly monitor student progress through common assessment, USA, FSQ and adaptive technology data
e. Administration will monitor results during PLC data chats

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

4. Professional Learning Communities
a. Create a master schedule that provides common planning for each core subject area
b. Each assistant principal will be assigned to supervise a core subject area and meet with their teams during PLC's to analyze data and plan instruction
c. Proven effective strategies will be shared with grade level/subject area teachers to ensure that all student shave access to rigorous lessons that are proven to increase proficiency

Person Responsible	Philip Preddy (philip.preddy@palmbeachschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Not applicable to middle school grades 6-8

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Not applicable to middle school grades 6-8

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Not applicable to middle school grades 6-8

Grades 3-5: Measureable Outcome(s)

Not applicable to middle school grades 6-8

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Not applicable to middle school grades 6-8

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Not applicable to middle school grades 6-8

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Not applicable to middle school grades 6-8

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

Not applicable to middle school grades 6-8

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Building a positive school culture and environment and involving all of our stakeholders is one of our highest priorities at Western Pines. Our District priorities to Educate, Affirm and Inspire our students are embedded in everything we do at Western Pines. The first step in accomplishing these intended outcomes is keeping an open line of communication with all of our stakeholders in the school and the community. The school's administration meets monthly with the SAC to inform them on what is happening in the school and gain their input on areas in need of improvement. Parent input derived from our SAC meetings is a valuable resource for the school when making academic and procedural decisions that will affect the students
This year, Mr. Preddy has greatly expanded our schools communication platforms and frequency of updates being sent to parents and students. Weekly updates are emailed to parents with text reminders to ensure that all of our stakeholders have access to vital information concerning school events and

opportunities for students. Our social media accounts have been revamped to include not only pertinent information but to also celebrate the achievements or our students and introduce new faculty to the community. This has proven to be a valuable resource in our effort 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 succeed. Safety is one of the most important aspects of creating a positive environment at the school. This year Mr. Preddy has led the implementation of a number of safety features that have increased the security of Western Pines and give students reassurance that they are learning in a safe environment. Window covering have been added to the entry doors of the school, interior safety doors and front office doors/windows. Door locks have been upgraded in the cafeteria and offices so that they can remain locked at all times while providing teachers key entry. Mr. Preddy also oversaw the implementation and faculty/staff training of the Centegix security system which allows all faculty/staff/administration to initiate a code red or incident alert.

Student social and emotional well being will continue to be a priority at Western Pines. Our team is led by our school counselor, Mrs. Bednarek, the SEL counselor, Mr. Grabbe, and school counselor, Mrs. Sanchez. The team oversees the implementation of SEL exercises that are designed to get students to interact and share information about hem selves and their life experiences. Western Pines also has a DATA counselor, Ms. Sapp, who works with students that are struggling with substance abuse issues both personally and in their families.

As our ELL at Western Pines continues to grow, it is important that we create a welcoming and inclusive environment for our new and returning students as well as their families. Mrs. Sanchez, our ELL counselor and Mr. Paladino, our ELL coordinator, work in coordination with the district's multicultural department to ensure hat all of the needs of our migrant and ELL families are met and they have access to all of the information they need to make educational decisions for their child. Mrs. Villafane and Mrs.Villalobos are Western Pines' ELL teachers and maintain constant communication with the parents of our ELL students. 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 of ELLs twice a year to meet with the ELL staff and administration at our PLC to discuss topics that are pertinent o 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. Our volunteers, in conjunction with our CTA work tirelessly to coordinate our fundraising activities which go toward student incentives for academic and behavioral achievements as well as providing resources for students in need.

Teachers are also recognized for their hard work as part of our effort to create a positive school environment. All staff members can be nominated for special recognition. This year we created a Teacher Appreciation committee that is charged with recognizing the effort and dedication of our faculty and staff. Staff members will be recognized as "Staff Member of the Day" and a treat will be 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.

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

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 though 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 is all content areas. This includes but is not limited to the History of the Holocaust and African Americans, as well as the contributions made by Hispanics, Women and the sacrifices made by our Veterans and Medal of Honor recipients.

Each year, Western Pines invites Holocaust survivors to speak to students 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.

Western Pines makes it a priority to recognize the contributions of our active and veteran members of the armed forces as well as first responders. An initiative led by our Social Studies department chair, Mr. Gordon, has created the Western Pines Wall of Service. The Wall of Services honors former Western Pines students and current and former Western Pines employees who have served or are currently serving in the armed forces or work as first responders. Their names and years of attendance at Western Pines are placed on a plaque and displayed inside the entry to the school.