

The School District of Palm Beach County

Western Pines Community Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Western Pines Community Middle

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

<https://wpms.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Preddy, Philip	Principal	<p>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 is 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:</p> <ul style="list-style-type: none"> - 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	<p>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.</p> <p>Other duties and responsibilities include:</p> <ul style="list-style-type: none"> - Masterboard Coordinator - Intramurals Coordinator - PBS Supervising AP - 6th Grade and Academy Discipline
Stuart, Christine	Assistant Principal	<p>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:</p> <ul style="list-style-type: none"> - 7th Grade Discipline - Data collection and analysis - Performance Matters
Krupa, James	Assistant Principal	<p>Mr. Krupa is 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 learning</p>

Name	Position Title	Job Duties and Responsibilities
		focused on content, instruction and data analysis while leading PLCs in Social Studies and Science. Mr. Krupa is also the PE and athletics contact at Western Pines. . Other responsibilities include: <ul style="list-style-type: none"> - Deliberate Practice for instructional staff - Crisis plan and implementation of safety drills - Textbook management and distribution - School Improvement Plan - District Accreditation

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Creating the SIP had input from administration and teachers. During pre-school meetings teachers from each subject reviewed data and set goals for current school year SY24 for each department. SAC was introduced the data and school year goals during the first SY24 meeting. Mr. Preddy presented the data, goals, and then accepted input from all stakeholders involved in the meeting.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored by all Administration, counselors, department heads, and grade level leaders. Curriculum and instruction will be created to address the needs of the students with the greatest achievement gaps. Continuous gathering of data from state and local assessments will lead to amends in instruction and allow the school to meet the needs of all learners.

Monitoring:

Common testing among subject areas.

PLC's to examine summative and formative data amongst subject and grade levels

USA test and performance matters data to ensure students reach mastery on standards.

Professional development opportunities for all staff in B.E.S.T. standards and implementation.

Administration observations to assist teachers in effective instructional strategies.

Remediation for low achieving students, pull outs in ELA and Civics.

PM test given in ELA and Math throughout the year to track learning gains and identify low achieving students.

Implement reading and writing strategies across the curriculum to improve ELA performance.

On going monitoring will allow the school to better follow the progress of each student in each subject area. This will allow for administration and teachers to identify low achieving students and provide remediation in multiple different forms.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	54%
2022-23 Economically Disadvantaged (FRL) Rate	70%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	56	85	75	216
One or more suspensions	0	0	0	0	0	0	57	77	47	181
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	16	36	28	80
Course failure in Math	0	0	0	0	0	0	9	38	53	100
Level 1 on statewide ELA assessment	0	0	0	0	0	0	66	71	83	220
Level 1 on statewide Math assessment	0	0	0	0	0	0	45	59	22	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	66	71	83	220
	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	61	103	73	237

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	81	44	63	188
One or more suspensions	0	0	0	0	0	0	12	52	41	105
Course failure in ELA	0	0	0	0	0	0	16	33	16	65
Course failure in Math	0	0	0	0	0	0	16	57	37	110
Level 1 on statewide ELA assessment	0	0	0	0	0	0	20	55	55	130
Level 1 on statewide Math assessment	0	0	0	0	0	0	38	56	44	138
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	75	103	95	273

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	52	48	49	149

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	2	5	8
Students retained two or more times	0	0	0	0	0	0	0	2	1	3

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total	
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days								81	44	63	188
One or more suspensions								12	52	41	105
Course failure in ELA								16	33	16	65
Course failure in Math								16	57	37	110
Level 1 on statewide ELA assessment								20	55	55	130
Level 1 on statewide Math assessment								38	56	44	138
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.								75	103	95	273

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	52	48	49	149

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	2	5	8
Students retained two or more times	0	0	0	0	0	0	0	2	1	3

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	60	51	49	61	53	50	65		
ELA Learning Gains				52			53		
ELA Lowest 25th Percentile				38			38		
Math Achievement*	73	59	56	73	35	36	67		
Math Learning Gains				71			47		
Math Lowest 25th Percentile				60			30		
Science Achievement*	66	50	49	61	56	53	65		
Social Studies Achievement*	84	68	68	88	64	58	90		
Middle School Acceleration	73	76	73	85	52	49	69		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	38	37	40	27	85	76	37		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	616
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	42			
AMI				
ASN	80			
BLK	68			
HSP	63			
MUL	74			
PAC				
WHT	72			
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	49			
AMI				
ASN	75			
BLK	65			
HSP	59			
MUL	70			
PAC				
WHT	67			
FRL	58			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	60			73			66	84	73			38
SWD	25			42			30	62	29		5	
ELL	35			49			31	58			5	38
AMI												
ASN	68			90			71	82	88		5	
BLK	58			65			71	79	69		5	
HSP	56			68			59	81	79		6	32
MUL	58			76			69	82	83		5	
PAC												
WHT	61			77			67	88	68		5	
FRL	53			64			55	81	57		6	45

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	61	52	38	73	71	60	61	88	85			27
SWD	26	29	28	39	53	40	30	65	56			
ELL	38	48	43	49	62	52	42	55	75			27
AMI												
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			28
MUL	65	52		65	55			91	92			
PAC												
WHT	62	54	34	76	73	68	66	86	86			
FRL	55	51	39	67	68	57	53	84	83			21

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	65	53	38	67	47	30	65	90	69			37
SWD	37	42	33	37	36	27	39	75	52			
ELL	39	55	45	56	43	24	33	86				37
AMI												
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			38
MUL	69	60		79	58		73		71			
PAC												
WHT	63	46	30	67	46	29	68	89	69			
FRL	60	52	42	58	43	31	61	86	58			31

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	60%	48%	12%	47%	13%
08	2023 - Spring	53%	47%	6%	47%	6%
06	2023 - Spring	55%	45%	10%	47%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	64%	54%	10%	54%	10%
07	2023 - Spring	39%	36%	3%	48%	-9%
08	2023 - Spring	85%	65%	20%	55%	30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	64%	46%	18%	44%	20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	48%	51%	50%	49%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	50%	44%	48%	46%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	65%	17%	66%	16%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA Reading:
SY22 61%
SY23 56%

Math:
SY22 73%
SY23 74%

Civics:
SY22 88%
SY23 82%

Science:
SY22 61%
SY23 64%

ELA scores from SY23 were significantly lower than previous years. The trends that were observable were the drop in proficiency from our level 1 and 2 to enter mastery at level 3 4 or 5.

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

ELA Reading:
SY22 61%
SY23 56%

When analyzing the available data the components that demonstrate the greatest need for improvement are achievement and learning gains in ELA. The data trend shows a continuous decrease in achievement level from SY19 to SY23 as well as a decrease when compared to other Palm Beach County middle schools. Lack of learning gains for our lowest 25% of learners.

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

All of our scores exceeded the state average. However, ELA was the closest to matching the state average. Lack of improvement and increase in proficiency level 1 and level 2 students.

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

Science was highest area of improvement with a 3% increase. Within Palm Beach County Western Pines scored in the top five of middle schools. Which is an increase of 5 spots from the previous year SY22 rank of 10th in the county.

The actions the school took:

Daily review of benchmarks with live data to check understanding (Quizizz)

Daily Vocabulary work: Wordwall/Blooket/Kahoots
Weekly IXL/Quizizz: review of previously taught benchmarks
Struggling benchmarks: use BrainPop/StudyJams to provide extension of lessons
Hands on interactive labs to allow students to explore & evaluate benchmarks being taught
Content articles to improve reading while targeting science benchmarks
8th grade science camp to target struggling students

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One major concern is the Level 1 scores for ELA:

Grade 6 level 1 ELA: 66
Grade 7 level 1 ELA: 71
Grade 8 level 1 ELA: 83
220 Total

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

ELA level 1 student learning gains
ELA achievement scores
Increase Civics scores
Continue to increase science scores
Continue to increase math scores

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA scores in SY23 were 56%. This is was lower than previous years at Western Pines Middle. Also, is lower then comparable middle schools with like demographics.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To raise ELA scores from 56% SY23 to 63% SY24.
This goal was set between teachers in preschool collaboration.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Data analysis throughout the year.
Utilizing data from PM test, diagnostics, common testing, USA's.
This data will allow us to track low performing students and provide interventions.

Person responsible for monitoring outcome:

Philip Preddy (philip.preddy@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

ELA department will have two teachers devoted to pulling out low achieving students to small group settings. This will allow for remediation on specific strategies that students are struggling on.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy allows teachers to provide direct instruction to students on a more personal scale. This also allows the teacher to address each learners specific needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Implement grade level PLC's to monitor weekly student data and identify low achieving students.
2. Implement small group ELA pullouts. Using the data to identify low achieving students. Provide them with small group instruction.

3. Implement reading and writing strategies across all curriculum.
4. Provide B.E.S.T. ELA training opportunities to teachers in all subject areas.
5. Use PM test data throughout the year to identify students strengths and weaknesses on mastery of ELA standards.

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

By When: Implementation of SIP on 10/1/23. Action plan steps will be implemented by the submission of the SIP.

#2. Positive Culture and Environment specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FY 23

One or more suspensions from EWS.

6th grade: 57

7th grade: 77

8th grade: 47

Reduce the amount of suspensions as well as overall referral incidents in SY24

In alignment to the District’s Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Outcomes:

Reducing the amount of discipline referrals by 10% by December 2023 and by another 10% by the end of the year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

How will you monitor your goals?

Classroom observation

Scheduled pulling of Tutorial data (attendance)

Scheduled pulling of Suspension data

BHP and Dean assignments to address repetitive referral behaviors from students

Person responsible for monitoring outcome:

Philip Preddy (philip.preddy@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Choice Programs /AVID / Character Development, etc.
2. Schoolwide Discipline Plan
3. SWPBS
4. Parent Involvement
5. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.

SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To

increase instructional time.

Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school.

Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching

Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms

Monitor executions and implementation with fidelity.

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

By When: Implementation of SIP 10/1/23 after SAC approval