

The School District of Palm Beach County

# Woodlands Middle School



## 2018-19 Schoolwide Improvement Plan

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## Woodlands Middle School

5200 LYONS RD, Lake Worth, FL 33467

<https://wdms.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	A*

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Woodlands Middle School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

#### Provide the school's vision statement.

Woodlands Middle School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Vela, Enrique	Principal
Gamez, Rigo	Assistant Principal
Breaux, Dionne	Assistant Principal
Vocelle, Julia	School Counselor
Brooks, Brian	Teacher, ESE
Gillard, Sharese	Assistant Principal
Slesinski, Elaine	Teacher, K-12
Southwick, Eileen	Teacher, K-12
Williams, Derek	Teacher, Career/Technical
Aerenson Goetz, Aimee	Teacher, K-12
Lobeto, Fernando	Teacher, K-12
Henning, Kayce	Teacher, K-12
Vivar, Daniel	Teacher, ESE
Leiva, Melissa	Teacher, K-12
Dias, Daiana	School Counselor
Turner, Mackenzie	Teacher, K-12

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

The principal provides a common vision for the use of data-based decision-making to ensure:

- \* a sound, effective academic program is in place
- \* a process to address and monitor subsequent needs is created
- \* a problem solving team (SBT) is assisting with academic and behavioral interventions

- \* assessment of RtI skills of school staff is conducted
- \* fidelity of implementation of intervention support is documented
- \* adequate professional development to support the RtI framework is provided
- \* effective communication with parents regarding SBT and RtI plans and activity occurs

The assistant principals will:

- \* contribute to the development of the intervention plans, assist in progress monitoring, collect data, and offer assistance
- \* work with all departments to develop academic plans that challenge all students

The ESE/ELL contacts will:

- \* contribute to the development of intervention plans, assist in progress monitoring, collect data, implement interventions when required, and offer professional development and assistance to teachers

The guidance staff will:

- \* work with the SwPBS Internal Coach and the Middle School Course Recovery Coordinator to develop the programs
- \* contribute to the development of intervention plans, assist in progress monitoring, collect data, implement interventions when required, and offer professional development and assistance to teachers

Other members including Teachers on Special Assignments, Academy Coordinators, and other teachers will support leadership based on their assigned areas of responsibility.

## Early Warning Systems

**Year 2017-18**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	10	12	15	0	0	0	0	37	
One or more suspensions	0	0	0	0	0	0	49	36	31	0	0	0	0	116	
Course failure in ELA or Math	0	0	0	0	0	0	56	40	47	0	0	0	0	143	
Level 1 on statewide assessment	0	0	0	0	0	0	90	92	96	0	0	0	0	278	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	75	59	38	0	0	0	0	172	

**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	45	47	38	0	0	0	0	130	
Retained Students: Previous Year(s)	0	0	0	0	0	0	45	46	38	0	0	0	0	129	

**Date this data was collected**

Friday 8/3/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	10	12	15	0	0	0	0	37	
One or more suspensions	0	0	0	0	0	0	49	36	31	0	0	0	0	116	
Course failure in ELA or Math	0	0	0	0	0	0	56	40	47	0	0	0	0	143	
Level 1 on statewide assessment	0	0	0	0	0	0	90	92	96	0	0	0	0	278	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	52	39	44	0	0	0	0	135	

**Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	10	12	15	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	49	36	31	0	0	0	0	116
Course failure in ELA or Math	0	0	0	0	0	0	56	40	47	0	0	0	0	143
Level 1 on statewide assessment	0	0	0	0	0	0	90	92	96	0	0	0	0	278

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	52	39	44	0	0	0	0	135	

**Part II: Needs Assessment/Analysis**

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

ELA achievement was the lowest performing achievement area in 2018 showing +1% achievement, -1% learning gains, and +1% in the lowest 25% percentile.

#### Which data component showed the greatest decline from prior year?

When reviewing the data it should be noted that there was a decrease in math learning gains seemingly caused by an increase in the number of students taking Algebra (+35% compared to the state) and Geometry (+43% compared to the state) as part of a school plan to increase acceleration.

#### Which data component had the biggest gap when compared to the state average?

ELA Lowest 25th Percentile was 42% for the school and 47% for the state. Further review shows specific subgroups with opportunities for improvement.

#### Which data component showed the most improvement? Is this a trend?

In addition to the math acceleration mentioned previously the Science Achievement improved to 66% from 55% the previous year. District results were 55% in 2018 and the state results were 52%.

#### Describe the actions or changes that led to the improvement in this area.

Focused team planning is one aspect to be credited for the increase in science. In addition to the focused team planning the group of students that were tested in 2018 included the first group of students that were enrolled in our Cambridge Academy through all three years of middle school.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	56%	53%	58%	55%	52%
ELA Learning Gains	54%	57%	54%	51%	56%	53%
ELA Lowest 25th Percentile	42%	49%	47%	33%	49%	45%
Math Achievement	73%	61%	58%	64%	59%	55%
Math Learning Gains	66%	61%	57%	63%	60%	55%
Math Lowest 25th Percentile	53%	54%	51%	46%	48%	47%
Science Achievement	66%	55%	52%	61%	54%	50%
Social Studies Achievement	77%	75%	72%	73%	73%	67%

#### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	10 (10)	12 (12)	15 (15)	37 (37)

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
One or more suspensions	49 (49)	36 (36)	31 (31)	116 (116)
Course failure in ELA or Math	56 (56)	40 (40)	47 (47)	143 (143)
Level 1 on statewide assessment	90 (90)	92 (92)	96 (96)	278 (278)
	0 (0)	0 (0)	0 (0)	0 (0)

#### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	56%	53%	3%	52%	4%
	2017	56%	54%	2%	52%	4%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	59%	54%	5%	51%	8%
	2017	59%	55%	4%	52%	7%
Same Grade Comparison		0%				
Cohort Comparison		3%				
08	2018	56%	60%	-4%	58%	-2%
	2017	53%	56%	-3%	55%	-2%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	71%	56%	15%	52%	19%
	2017	68%	55%	13%	51%	17%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	20%	39%	-19%	54%	-34%
	2017	21%	38%	-17%	53%	-32%
Same Grade Comparison		-1%				
Cohort Comparison		-48%				
08	2018	65%	65%	0%	45%	20%
	2017	69%	63%	6%	46%	23%
Same Grade Comparison		-4%				
Cohort Comparison		44%				



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	64%	54%	10%	50%	14%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	72%	2%	71%	3%
2017	75%	73%	2%	69%	6%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	62%	35%	62%	35%
2017	100%	59%	41%	60%	40%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	57%	42%	56%	43%
2017	100%	55%	45%	53%	47%
Compare		-1%			

## Subgroup Data

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	19	42	39	29	42	29	28	39			
ELL	13	40	40	34	45	42		53			

**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
ASN	67	65		86	75		83	82	100		
BLK	39	48	42	56	55	47	45	71	93		
HSP	56	52	41	69	64	52	61	75	91		
MUL	60	56	55	78	80		57	72	94		
WHT	73	58	46	84	72	60	81	83	94		
FRL	48	51	39	64	60	48	55	71	89		

**2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS**

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	34	30	22	41	37	14	35			
ELL	16	30	25	33	50	37	20	28			
ASN	70	61		86	76		80	75	100		
BLK	37	40	30	60	66	48	38	59	84		
HSP	49	50	39	63	65	50	42	72	83		
MUL	69	60		81	80			79	100		
WHT	73	66	60	82	76	58	69	90	86		
FRL	45	48	38	62	65	50	41	67	82		

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

Activity #1	
<b>Title</b>	ELA Lowest 25th Percentile Improvement of all subgroups
<b>Rationale</b>	In reviewing the data of the subgroups it was found that there was a decrease in ELA Learning Gains from 60% (2017) to 46% (2018) for white students. All other subgroups had either an increase or remained the same.
<b>Intended Outcome</b>	Improve learning gains for all students in the lowest 25th percentile through focused instruction and support.
<b>Point Person</b>	Enrique Vela (enrique.vela@palmbeachschools.org)
<b>Action Step</b>	
	Programs will include but are not limited to intensive reading, tutorials, co-teaching, and placement of a reading coach to coordinate the instructional needs of all students.
<b>Description</b>	Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. with a focus on meeting the needs of all learners.
<b>Person Responsible</b>	Sharese Gillard (sharese.gillard@palmbeachschools.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	As the reading coach Dr. Lobeto will review data from FSAs, USAs, FSQs, Reading Plus, and other programs utilized at Woodlands. This review will guide instruction and through review in PLC meetings.
<b>Person Responsible</b>	Fernando Lobeto (fernando.lobeto@palmbeachschools.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Not a Title 1 school.

### PFEP Link

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Not a Title 1 school.

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

Not a Title 1 school.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History. We have added an elective course, Latinos In Action. This elective provides those students enrolled in the course an opportunity to complete service to the school educating the entire community on the contributions made by those from other countries and cultures.

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

Though the AVID elect class and becoming an AVID school site we are opening the doors for increased opportunities for all students.

### Part V: Budget

Total:

\$0.00