

Polk County Public Schools

Westwood Middle School



2018-19 Schoolwide Improvement Plan

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Westwood Middle School

3520 AVENUE J NW, Winter Haven, FL 33881

<http://schools.polk-fl.net/westwood>

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	D*

School Board Approval

This plan is pending approval by the Polk 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.

Our mission is to provide the highest quality education for all students, in a secure, positive, and rigorous learning environment.

Provide the school's vision statement.

The vision of Westwood Middle School is for all stakeholders to be committed to developing the whole child by providing a nurturing and safe environment that fosters a rigorous academic and technological curriculum that will prepare students to become productive citizens and future leaders.

Beliefs:

1. A nurturing, safe, and orderly student-centered school environment promotes optimal achievement.
2. Students' learning is the shared responsibility of all stakeholders: the administration, the teachers, the parents, the student, and the community.
3. Students learn best when they are actively engaged in the learning process within the classroom and in extra-curricular activities.
4. Instruction that is student centered, taking into account students' diverse social, emotional and physical needs, increases student success.
5. Our stakeholders' commitment to continuous improvement and recognition of achievement is imperative to ensure that our students become confident, self-directed, lifelong learners.
6. A caring relationship between staff and students fosters mutual respect and an appreciation of the differences in one another.
7. A variety of assessment tools is essential to accurately evaluate student performance and create effective and meaningful instruction.

School Leadership Team

Membership

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

Name	Title
Bennett, Todd	Principal
Campbell, Russ	Assistant Principal
Wilson, Charlene	Instructional Coach
Wright, Debra	Assistant Principal
Joseph, Shantal	Instructional Coach
Flora, Debra	Instructional Coach
Davis, Arthur	Teacher, K-12
Richard-Jones, Anjanette	Instructional Coach

Duties

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

PRINCIPAL

1. Leads all SCHOOLWIDE LEADERSHIP/SCHOOL IMPROVEMENT TEAM MEETINGS.
2. ESTABLISHES VISION: Understands and ensures the integration of RtIb/MTSS goals, action plans, systems, data and practices with existing structures, initiatives and SCHOOL IMPROVEMENT ACTIVITIES to work toward agreed-upon achievement goals.
3. Ensures that information and actions developed during RtIb/MTSS Leadership Team meetings or activities are communicated to all staff in a timely manner during STAFF MEETINGS and/or building PROFESSIONAL DEVELOPMENT time.
4. Leads School Leadership Team members in preparing and finalizing agenda for SCHOOL WIDE LEADERSHIP/SCHOOL IMPROVEMENT TEAM MEETINGS. Ensures that team members have set the dates/time/location for meetings (at least monthly) and that this information has been communicated to all team members, Coaches, faculty, and Leadership Teams, as needed.
 - a. Leads Team Members in establishing meeting agenda and focusing discussion by prioritizing efforts, and keeping team on topic.
 - b. Leads Team to ensure that School Improvement Action Plans are continuously updated and that staff are following through with agreed-upon tasks, interventions, and strategies.
 - c. Works with Team Members, Instructional Coaches and District Leadership Team to identify student and staff needs and advocate at the district level for resources, materials, and professional development.
 - d. Ensures the development of Professional Learning Communities by encouraging staff use of data to inform, problem solve, question, and provide support to all staff.
 - e. Communicates and plans for the involvement of families and community regarding schoolwide goals and activities.

ASSISTANT PRINCIPAL OF CURRICULUM

1. Collaborates with Principal and School Leadership Team Members to set dates, times, locations, (MEETING SCHEDULE) and AGENDAS for schoolwide meetings and communicates this information to team members, faculty, and the involved district staff.
2. Leads Team in generating meeting agreements (norms), and ways to address conflict, and/or resistance.
3. Coordinates with School Leadership Team Members to ensure timely Team communication (reminders for meetings, professional development, what data to bring, etc.)
4. Supports the development of the SCHOOL LEADERSHIP TEAM ACTION PLAN and ensures the plan addresses all critical elements of needs.
5. Focuses and redirects Leadership Team on the "Big Picture"
6. Assists in data interpretation by linking data to overall school needs and goals.
7. Ensures that MINUTES are taken (record of meeting decisions/action) and that the ACTION PLAN and related TASK LISTS are updated.
 - a. Evenly distributes responsibilities for task completion among all team members.
 - b. Encourages active contribution of all Team Members and leads Team in brainstorming strategies to increase fidelity.
 - c. Ensures that action plan, task lists, and meeting minutes are distributed or otherwise made available to team members for use at meetings.
 - d. Prompts the principal and leadership team to ensure implementation of the action plan
 - e. Ensures that communication and opportunities for planning and involvement exist with families and community regarding schoolwide goals and activities.

ASSISTANT PRINCIPAL OF ADMINISTRATION

Participates fully on the SCHOOL-WIDE LEADERSHIP TEAM by:

- a. Assisting in interpretation of behavior-related data
- b. Guiding Team regarding implementation of Schoolwide Positive Behavior Support Practices, modeling of practices and fidelity checks.
- c. Ensuring communication and opportunities for planning and involvement exist with families and community

LITERACY COACH AND LITERACY INTERVENTIONIST

Participates fully on the SCHOOL-WIDE LEADERSHIP TEAM by:

- Assisting in interpretation of schoolwide literacy data
- Helping team organize plan for selection, training, implementation and fidelity checks regarding evidence-based schoolwide literacy practices.
- Ensuring communication and opportunities for planning and involvement exist with families and community regarding schoolwide goals and activities.

ALL LEADERSHIP TEAM MEMBERS

Participate fully on the SCHOOL-WIDE LEADERSHIP TEAM by:

- Reviewing agenda items prior to scheduled school improvement/leadership team meetings
 - Regularly attending meetings, reviewing data, and sharing ideas and input.
 - Following through with any assigned tasks between meetings.
 - Bringing necessary materials to all meetings and adhering to agreed-upon meeting norms.
 - Ensuring communication and opportunities for planning and involvement exist with families and community
- Participate in discussions and activities building consensus around a common schoolwide vision and plan
 - Review agenda items prior to scheduled staff meetings and professional development
 - Implement selected schoolwide evidence-based practices with fidelity
 - Attend staff meetings and professional development, review data, share ideas and input
 - Follow through with all assigned tasks between meetings
 - Bring necessary materials to meetings and adhere to agreed-upon meeting norms.
 - Give and receive feedback regarding fidelity of practice implementation
 - Complete and submit all schoolwide assessment measures according to District Annual Assessment Schedule
 - Ensure communication and opportunities for planning and involvement exist with families and community

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	97	100	109	0	0	0	0	306	
One or more suspensions	0	0	0	0	0	0	94	70	97	0	0	0	0	261	
Course failure in ELA or Math	0	0	0	0	0	0	0	7	33	0	0	0	0	40	
Level 1 on statewide assessment	0	0	0	0	0	0	84	62	49	0	0	0	0	195	

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	43	28	47	0	0	0	0	118	

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	68	0	1	0	0	0	0	69
Retained Students: Previous Year(s)	0	0	0	0	0	0	4	51	60	0	0	0	0	115

Date this data was collected

Wednesday 7/4/2018

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	27	53	79	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	98	102	114	0	0	0	0	314
Course failure in ELA or Math	0	0	0	0	0	0	3	1	1	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	111	112	99	0	0	0	0	322
	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	85	90	75	0	0	0	0	250

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	27	53	79	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	98	102	114	0	0	0	0	314
Course failure in ELA or Math	0	0	0	0	0	0	3	1	1	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	111	112	99	0	0	0	0	322
	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	85	90	75	0	0	0	0	250

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?

BQ Mathematics, yes this is a trend.

Which data component showed the greatest decline from prior year?

BQ Mathematics, yes this is a trend.

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

English Language Arts

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

Science, no, this is not a trend.

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

Intense focus on coaching, planning and monitoring.

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	30%	46%	53%	30%	48%	52%
ELA Learning Gains	44%	47%	54%	43%	51%	53%
ELA Lowest 25th Percentile	39%	42%	47%	43%	46%	45%
Math Achievement	36%	49%	58%	29%	47%	55%
Math Learning Gains	55%	51%	57%	38%	49%	55%
Math Lowest 25th Percentile	49%	51%	51%	36%	45%	47%
Science Achievement	42%	47%	52%	24%	44%	50%
Social Studies Achievement	85%	86%	72%	50%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	97 (27)	100 (53)	109 (79)	306 (159)
One or more suspensions	94 (98)	70 (102)	97 (114)	261 (314)
Course failure in ELA or Math	0 (3)	7 (1)	33 (1)	40 (5)
Level 1 on statewide assessment	84 (111)	62 (112)	49 (99)	195 (322)

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	25%	41%	-16%	52%	-27%
	2017	26%	45%	-19%	52%	-26%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	26%	42%	-16%	51%	-25%
	2017	31%	45%	-14%	52%	-21%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
08	2018	41%	49%	-8%	58%	-17%
	2017	32%	46%	-14%	55%	-23%
Same Grade Comparison		9%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	30%	40%	-10%	52%	-22%
	2017	21%	39%	-18%	51%	-30%
Same Grade Comparison		9%				
Cohort Comparison						
07	2018	24%	40%	-16%	54%	-30%
	2017	20%	40%	-20%	53%	-33%
Same Grade Comparison		4%				
Cohort Comparison		3%				
08	2018	33%	34%	-1%	45%	-12%
	2017	18%	36%	-18%	46%	-28%
Same Grade Comparison		15%				
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	42%	42%	0%	50%	-8%
	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	86%	84%	2%	71%	15%
2017	60%	62%	-2%	69%	-9%
Compare		26%			
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	93%	60%	33%	62%	31%
2017	88%	43%	45%	60%	28%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	88%	41%	47%	56%	32%
2017	100%	34%	66%	53%	47%
Compare		-12%			

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	7	26	31	11	47	55	6				
ELL	12	37	32	23	49	59	33				
BLK	24	46	44	26	52	47	33	79	100		
HSP	30	43	35	38	53	55	41	88	92		
MUL	37	59		43	60		55				
WHT	36	43	31	42	60	44	52	84	93		
FRL	28	43	36	34	54	48	40	85	94		

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	7	23	20	6	38	40	9	11			
ELL	12	27	27	13	33	44	7	44			
BLK	22	34	23	16	43	51	21	58	82		
HSP	28	36	31	28	45	50	25	60	78		
MUL	20	16		36	38						
WHT	39	42	18	39	56	47	38	63	88		
FRL	26	34	24	25	46	50	24	60	80		

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**

Title BQ 25% Math with emphasis on SWDs and ELLs

Rationale Students within the lowest 25% in 2016-2017 earned 49 points. The goal for the 2017-2018 year was 51 however, we earned 46 points which was a decrease from previous years.

Intended Outcome The intended outcome is to increase points earned by the lowest 25% by providing additional teacher support and student remediation.

Point Person Charlene Wilson (charlene.wilson@polk-fl.net)

Action Step

Description Individual support plan will be developed by the math instructional coach and teacher to identify specific learning strategies for SWDs and ELLs students. Intensive professional development will be provided to continuously train staff members. BQ 25% students will have data chats to develop student goals for math. Goals will be communicated with parents. After-school tutoring/extended learning and transportation will be provided to BQ 25% Math.

Person Responsible Charlene Wilson (charlene.wilson@polk-fl.net)

Plan to Monitor Effectiveness

Description BQ 25% Math progress monitoring data will be consistently evaluated and reviewed to provide additional remediation and teacher support.

Person Responsible Debra Wright (debra.hudson@polk-fl.net)

Activity #2	
Title	BQ 25% with emphasis on SWDs and ELLS
Rationale	Students within the lowest 25% in 2016-2017 earned 25 points. The goal for the 2017-2018 year was 51 points and we earned 33 points. However, we were 18 points shy of our goal.
Intended Outcome	The intended outcome is to increase points earned by the lowest 25% by providing additional teacher support and student remediation.
Point Person	Debra Flora (debra.flora@polk-fl.net)
Action Step	
Description	Individual support plan will be developed by the literacy instructional coach, reading interventionist and teacher to identify specific learning strategies for SWDs and ELLs students. Intensive professional development will be provided to continuously train staff members. BQ 25% students will have data chats to develop student goals for reading and writing. Goals will be communicated with parents. After-school tutoring/extended learning and transportation will be provided to BQ 25% ELA.
Person Responsible	Debra Flora (debra.flora@polk-fl.net)
Plan to Monitor Effectiveness	
Description	BQ 25% reading and writing progress monitoring data will be consistently evaluated and reviewed to provide additional remediation and teacher support.
Person Responsible	Debra Wright (debra.hudson@polk-fl.net)
Activity #3	
Title	Student Attendance
Rationale	41% of our students missed 18 or more days (10%) of school 2017-2018.
Intended Outcome	Increase student attendance and engagement in academics.
Point Person	Debra Wright (debra.hudson@polk-fl.net)
Action Step	
Description	Implement three-tiered absences reform system to reduce chronic absenteeism by encouraging good attendance for all students. In addition to implementing systems, we will focus on engaging students and parents, recognize good and improved attendance, monitor attendance data and provide personalized early outreach.
Person Responsible	Debra Wright (debra.hudson@polk-fl.net)
Plan to Monitor Effectiveness	
Description	We will use data from the prior years to assess students who will need additional support and then determine and implement a personalized early outreach program.
Person Responsible	Debra Wright (debra.hudson@polk-fl.net)

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.

See parent involvement plan on state website.

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.

The social-emotional needs of students are met through counseling from the guidance counselors and other district staff as needed (i.e. school psychologist, etc...) As a recipient of the mindful schools grant, Westwood staff members will be trained in mental health first aide and the school will receive extra support by school psychologists and support staff.

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

Westwood Middle School collaborates with feeder elementary and feeder high schools in the area to ensure that students are prepared when they enter and leave. Guidance counselors visit feeder elementary schools and we also provide incoming parents from elementary school a night to visit the school. During the incoming 6th grade parent night the information that is disseminated includes classroom expectations, academic requirements, elective offerings, etc.... For those 8th grade students who leave to go to the high school we ensure that they are prepared academically with the academic requirements needed.

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.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

Title 1, Part A- the funds provide supplemental instructional resources and interventions for students with academic achievement needs.

Title I, Part C- Migrant students enrolled in Westwood Middle School will be assisted by the school and by the District Migrant Education Program (MEP).

Title I, Part D provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.

Title II Professional development resources are available to Title I schools through Title II funds.

Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers

in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

SAI unit(s) provided to Westwood Middle School enhance student achievement by counseling with students and parents about attendance, grades, and academic performance and goals.

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Career and Technical Education: Students in our academies are scheduled in CTE courses and will receive certification.

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

Students in Advanced, Culinary, Business, Engineering, Fine arts, and Rock - n -Roll Pre-academies focus on career and technical education. Students and parents participate in an Academy Night which highlights course offerings. Students are able to select a course of study that is personally meaningful.

Part V: Budget

Total:

\$25,851.55