Westwood Middle School

2020-21 Schoolwide Improvement Plan

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Westwood Middle School

3520 AVENUE J NW, Winter Haven, FL 33881

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

Demographics

Principal: Ronda Cotter

Start Date for this Principal: 8/2/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: C (53%) 2016-17: C (43%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

* 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 Polk 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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3520 AVENUE J NW, Winter Haven, FL 33881

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	81%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Bennett, Todd	Principal	Common Planning Instructional Materials Finance (Budget and Internal Accounts) Supplies and Equipment Faculty Committees Student Activities/Awards Campus Supervision Extra-Curricular Activities Fund Raisers Technology Staffing and Personnel Instructional Observations & Assessments School Advisory Council/School Improvement Plan Staff Development School Plant Management Plan and coordinate school-wide Professional Development Coordinate Training in Learning Communities Plan and coordinate regular Student/Teacher recognition
Campbell, Russ	Assistant Principal	Common Planning(History, ESE, and Electives) Discipline Director School Plant Management Maintenance (work orders) Use of Facilities Custodial Staff, Services, and Supplies Energy Conservation Disaster Plans Property Records-Inventory Campus Supervision, Supervision of School Activities Duty Assignments Safety and Security Emergency Plans Extra-Curricular Activities Instructional Observations & Assessments Non-Instructional Observations & Assessments Alternative Ed Programs Additional duties as assigned by Principal
Joseph, Shantal	Instructional Coach	Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. Support teachers in planning instruction to meet the needs of all students through differentiated instruction.

Name	Title	Job Duties and Responsibilities
		Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Help teachers understand state and district mandates and how these mandates support student achievement. Provide support for school-based professional development to build the school's training capacity. Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. Provide follow-up support at the school level for district professional development in assigned content area. Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed. All other duties as assigned by the principal.
Davis, Arthur	Instructional Coach	Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. Support teachers in planning instruction to meet the needs of all students through differentiated instruction. Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Help teachers understand state and district mandates and how these mandates support student achievement. Provide support for school-based professional development to build the school's training capacity. Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and

Name	Title	Job Duties and Responsibilities
		identified teacher needs. Provide follow-up support at the school level for district professional development in assigned content area. Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed. All other duties as assigned by the principal.
Richard-Jones, Anjanette	Instructional Coach	Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. Support teachers in planning instruction to meet the needs of all students through differentiated instruction. Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Help teachers understand state and district mandates and how these mandates support student achievement. Provide support for school-based professional development to build the school's training capacity. Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. Provide follow-up support at the school level for district professional development in assigned content area. Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to

Name	Title	Job Duties and Responsibilities
		develop coaching and technology skills. Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed. All other duties as assigned by the principal.
Jackson, Jennifer	Assistant Principal	Common Planning (Math,Science and ELA) Master Schedule Scheduling of Students Substitute Teachers Interns Automated Grade Reporting Educational Research Staff Development & In-service Records Guidance Supervisor Instructional Materials Selection Beginning Teacher Requirements Mentor New Teachers Instructional Observations & Assessments FTE Accounting Lesson Plans Grade Distributions Extra-Curricular Activities Coordinator of Standardized Testing Campus Supervision PBIS Team Leader Input staff Professional Development Points Coordinate and serve as a liaison for the Pre-Academies Plan Parent Nights/Open House/Title I/Family Nights (Events) Additional Duties as assigned by Principal
Nicholson, Marissa	Instructional Coach	Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. Support teachers in planning instruction to meet the needs of all students through differentiated instruction. Provide classroom support by observing, modeling, co-teaching and providing specific feedback.

Name	Title	Job Duties and Responsibilities
		Help teachers understand state and district mandates and how these mandates support student achievement. Provide support for school-based professional development to build the school's training capacity. Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. Provide follow-up support at the school level for district professional development in assigned content area. Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed. All other duties as assigned by the principal.
Smith, Javon	Assistant Principal	Discipline Campus Supervision Discipline Reports PBIS Implementation Coordinate and develop student clubs Mentor New Teacher Program Manage Bridge Program Additional Duties as assigned by Principal

Demographic Information

Principal start date

Sunday 8/2/2015, Ronda Cotter

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
13

Total number of teacher positions allocated to the school
46

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: C (53%) 2016-17: C (43%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	263	242	314	0	0	0	0	819
Attendance below 90 percent	0	0	0	0	0	0	57	66	72	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	103	89	110	0	0	0	0	302
Course failure in ELA	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	95	75	113	0	0	0	0	283
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	97	78	103	0	0	0	0	278
Star ELA Dec 2019	0	0	0	0	0	0	95	63	93	0	0	0	0	251
Star Math Dec 2019	0	0	0	0	0	0	92	53	47	0	0	0	0	192
Level 1 on Star ELA Dec 2019	0	0	0	0	0	0	95	63	93	0	0	0	0	251
Level 2 on Star ELA Dec 2019	0	0	0	0	0	0	74	64	109	0	0	0	0	247
Level 1 on Star Math Dec 2019	0	0	0	0	0	0	92	53	47	0	0	0	0	192
Level 2 on Star Math Dec 2019	0	0	0	0	0	0	60	71	87	0	0	0	0	218

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	145	116	139	0	0	0	0	400

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	8	6	8	0	0	0	0	22

Date this data was collected or last updated

Tuesday 6/2/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	226	214	290	0	0	0	0	730
Attendance below 90 percent	0	0	0	0	0	0	47	35	53	0	0	0	0	135
One or more suspensions	0	0	0	0	0	0	30	78	75	0	0	0	0	183
Course failure in ELA or Math	0	0	0	0	0	0	0	10	1	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	56	37	88	0	0	0	0	181

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	0	8	16	0	0	0	0	24

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	70	46	73	0	0	0	0	189
Students retained two or more times	0	0	0	0	0	0	7	7	6	0	0	0	0	20

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	226	214	290	0	0	0	0	730
Attendance below 90 percent	0	0	0	0	0	0	47	35	53	0	0	0	0	135
One or more suspensions	0	0	0	0	0	0	30	78	75	0	0	0	0	183
Course failure in ELA or Math	0	0	0	0	0	0	0	10	1	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	56	37	88	0	0	0	0	181

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	0	8	16	0	0	0	0	24

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	70	46	73	0	0	0	0	189
Students retained two or more times	0	0	0	0	0	0	7	7	6	0	0	0	0	20

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	28%	48%	54%	28%	48%	52%
ELA Learning Gains	47%	52%	54%	36%	51%	54%
ELA Lowest 25th Percentile	52%	48%	47%	25%	43%	44%
Math Achievement	30%	50%	58%	28%	47%	56%
Math Learning Gains	43%	50%	57%	47%	50%	57%
Math Lowest 25th Percentile	46%	48%	51%	49%	46%	50%
Science Achievement	22%	44%	51%	27%	44%	50%
Social Studies Achievement	65%	72%	72%	60%	64%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
	(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	2019	26%	48%	-22%	54%	-28%
	2018	25%	41%	-16%	52%	-27%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	27%	42%	-15%	52%	-25%
	2018	26%	42%	-16%	51%	-25%
Same Grade Comparison		1%				
Cohort Comparison		2%				
08	2019	31%	48%	-17%	56%	-25%
	2018	41%	49%	-8%	58%	-17%
Same Grade Comparison		-10%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	22%	47%	-25%	55%	-33%
	2018	30%	40%	-10%	52%	-22%
Same Grade Comparison		-8%				
Cohort Comparison						
07	2019	27%	39%	-12%	54%	-27%
	2018	24%	40%	-16%	54%	-30%
Same Grade Comparison		3%				
Cohort Comparison		-3%				
08	2019	19%	35%	-16%	46%	-27%
	2018	33%	34%	-1%	45%	-12%
Same Grade Comparison		-14%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	22%	41%	-19%	48%	-26%
	2018	42%	42%	0%	50%	-8%
Same Grade Comparison		-20%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	70%	-4%	71%	-5%
2018	86%	84%	2%	71%	15%
Compare		-20%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	50%	30%	61%	19%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	60%	33%	62%	31%
Compare		-13%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	57%	-57%
2018	88%	41%	47%	56%	32%
Compare		-88%			

Subgroup Data

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	8	41	49	14	41	43	8	38			
ELL	13	46	53	13	42	48	7	49			
BLK	25	42	43	26	43	40	20	61	75		
HSP	27	47	58	28	41	53	15	60	75		
WHT	33	50	60	37	44	36	38	79	85		
FRL	28	47	54	28	41	44	20	64	77		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	446
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	44
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	51
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our 6th grade Reading showed the lowest performance data as evidenced by the December 2019 STAR data. 95 out of 263, 6th graders scored a level 1 on the assessment, and 74 scored a level 2. Factors that contributed to this change were the loss of a reading unit and another reading teacher (in 6th grade) was on Medical Leave the 1st semester of the 2019-20 school year. This data is a change from the 2018-2019 school year which showed the BQ Mathematics as the lowest-performing component which was the trend.

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

In 2018-2019 SY the trend showed that the BQ Mathematics had the greatest decline. However, according to the data from the Dec. 2019 Star assessment we had no areas of decline. Major factor(s) that contributed to this improvement was a change in the scheduling model from a double block in math. In addition, a more intense focus was placed on small group instruction and rotations were implemented into the daily structure of the classroom and checked for fidelity.

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.

ELA and Math proficiency have the greatest GAP. 2/3's of our students enter into the 6th grade below grade level. Which was a difference compared to the 2018-2019 were our ELA had the biggest gap when compared to the state average. Some key factor(s) that contributed to this gap was a lack of knowledge in the basic skills/facts in Math. With ELA students comprehension level and fluency were the contributed factor(s)..

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

Science showed the largest gains. In 2018-2019 Science showed the same most improvement and this was not a trend. Our science coach created, planned, and implemented a new science curriculum that filled gaps the 8th grade students possessed. This shift would continue to address the deficiencies in science to assist with showing a continuous raise in science being the most improvement. Weekly coaching for teachers to strengthen core instruction which will increase students ownership of the learning process. Along with cognitive engagement in rigorous tasks aligned to academic standards in every classroom for every student coupled with data chats specific to content areas will be the focus this year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

A more intense focus on coaching, planning, and monitoring was put into action during the 2018-2019 SY. This same focus will proceed to guide us in 2020-2021. We will continue to decrease the number of students who are not in attendance 90% of the time. During the start of the school year we will review/recap the prior year skills, progress monitoring data will consistently be evaluated and reviewed to provide additional remediation and teacher support, differentiate instructions in small groups for our BQ 25 students. Through the use of these strategies and the implementation of Literacy across all curriculum we will show growth and move students out of the lower level 1's category in both ELA and Math.

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

1. Literacy across all curriculum
2. ELA and Math (Learning Gains)
3. ELA and Math BQ 25
4. Attendance
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	One area of focus for WMS is Teaching Literacy across all content areas. Teaching literacy across all content areas ensures students are exposed and engaged in reading, writing, and speaking on a daily basis. A literary focus in all subjects allows students to engage in effective strategies to get students to think about, write about, read about, and talk about the content presented. Teaching Literacy across all contents was identified as a critical area of need for the students of WMS after a review of 2 years on low performance on the district progress monitoring writing exams. In addition, due to the FLDOE guidelines requiring students to earn 2 years worth of growth to make a learning gain as evidenced on FSA ELA scores.
Measurable Outcome:	WMS desired outcome of implementing Teaching Literacy across all content is that 50% of all students and students in the BQ 25 and all subgroups will earn learning gains as evidenced in STAR and FSA assessments.
Person responsible for monitoring outcome:	Anjanette Richard-Jones (anjanette.richard@polk-fl.net)
Evidence-based Strategy:	Error analysis- is an instructional strategy that helps students to retain their learning by being presented a problem statement with the steps taken to reach a solution. Purpose 1,2,3 (Annotating the text)- The Purpose 1, 2, & 3 strategy provides students with a structure to attack the passage. is any action that deliberately interacts with a text to enhance the reader's understanding of, recall of, and reaction to the text. Close Reading- The Close Reading strategy asks students to carefully and purposefully read and reread a text. When students "close read," they focus on what the author has to say, what the author's purpose is, what the words mean, and what the structure of the text tells us
Rationale for Evidence-based Strategy:	The use of these strategies listed above created big gains (18 points.) in ELA last year.

Action Steps to Implement	

1. Collaborative planning groups are held weekly to utilized and develop standard based lesson plans and activities to address Literacy strategies across curriculum.

Person Responsible	Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

2. Teachers are provided PD and weekly training in teaching Literacy strategies throughout the year to use school wide across content.

Person Responsible	Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

3. Lesson plans are specifically adapted based on content area using these Literacy strategies across all subject areas.

Person Responsible	Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

4. Provide Laptops and I pads for target data driven and skill-based learning small groups.

Person Responsible Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	After through and continuous review of the data Standards-aligned instruction impacts how students learn by creating clear measurable objectives and activities. Pre- and post-test are used to assess student mastery and used to determine remediation, differentiate and develop small groups, along with well-designed learning activities. Instruction will be align to the taxonomy level of the learning target(s) and scaffold in cognitive complexity as well to help students learn and attain mastery.
Measurable Outcome:	Westwood Middle School will increase the percentage of students making learning gains across all subgroups and Subject areas by 10% as demonstrated in STAR SGP (Student Growth Percentage) and Florida Standards Assessment. In prior years, standards-aligned instruction was identified as a need for Westwood Middle School when Learning Gains for students in ELA, Math, Science, and Civics lagged behind the district average. Currently, Westwood Middle outperforms the District in multiple areas due to ensuring standards-aligned instruction being implemented throughout every classroom.
Person responsible for monitoring outcome:	Jennifer Jackson (jennifer.jackson@polk-fl.net)
Evidence-based Strategy:	All students will be instructed and assessed in a small group setting. Groups will be built using data from teacher made assessments, STAR assessments, Module Assessments, Quarterly Assessments, and FSA Scores. Teachers will collaboratively plan for the use of small group instruction. Each group will have defined roles, expectations, and deliverables for each day. The teacher will work to scaffold and remediate a teacher lead group daily using data from the sources listed above.
Rationale for Evidence-based Strategy:	WMS main reason for this approach to learning small groups will be created using STAR Data and student class work. A teacher-lead group will consist of students who need remediation for a specific skill or standard. Data will be assessed as new data sets become available.

Action Steps to Implement

1. Create a Lesson plan template for address purposeful planning of small group instruction.

Person Responsible	Marissa Nicholson (marissa.nicholson@polk-fl.net)

2. Create a collaborative planning calendar by grade and subject area for a preview of all standards addressed for teachers during the week. Which include the hyperlinks to standard based lessons and activities developed in collaborative planning..

Person Responsible	Todd Bennett (todd.bennett@polk-fl.net)

3. Train teachers on how to effectively set up, monitor, and deliver small group instruction.

Person Responsible	Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

4. Train teachers on how to interpret data, and student work samples to build group structures.

Person Responsible	Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

5. Collaboratively plan with teachers to create lesson plans and data driven activities.

Person Responsible   Shantal Joseph (shantal.joseph@polk-fl.net)

6. Model Effective small group instruction for teachers who are needing additional guidance in mastering the concept.

Person Responsible   Anjanette Richard-Jones (anjanette.richard@polk-fl.net)

7. Support and monitor the use of small group instruction across all subject areas.

Person Responsible   Jennifer Jackson (jennifer.jackson@polk-fl.net)

8. Provide Extended learning opportunities such as before and after school tutoring for students and transportation home from school.

Person Responsible   Arthur Davis (arthur.davis@polk-fl.net)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	Students who are chronically absent from class due to attendance or discipline do not show learning gains. Therefore,this area was identified as a critical need after reviewing the prior year's data; 135 students' attendance was below 90% of the State requirement.
Measurable Outcome:	Students at Westwood Middle School will have a 95% attendance rate for the year 2020-2021. We will continue to focus on our SWD, ELL and A/A subgroups to monitor their growth progress through tools such as Performance Matters, STAR and Quarterly assessments data.
Person responsible for monitoring outcome:	Russ Campbell (russ.campbell@polk-fl.net)
Evidence-based Strategy:	We will be using CHAMPS(Conversation, Help, Activity, Movement, Participation) a guide that teachers can us to build and implement a proactive and positive approach to classroom management, Positive Behavior Intervention Systems (PBIS) which is a school-wide discipline system for creating positive school environments through the use of proactive strategies that define, teach, and reinforce appropriate behaviors, attendance tracking used to help monitor our students who were present for each of their classes, Response to Intervention (Behavior) System (RTiB) a free online data system for Florida schools used to record classroom/office referrals for student behavior. The database can generate graphs to assist the school leadership team with problem identification and analysis, intervention development and progress monitoring.
Rationale for Evidence-based Strategy:	The resources that are used for selecting this strategy are based upon School wide Systems/Common classroom structures and procedures which are put in place to reduced discipline incidents in classrooms and other major concern areas around the school campus. Additional criteria is also based on RTiB system and Performance Matter data which the School Leadership Team analysis to determine further actions.

Action Steps to Implement

1. Teach PBIS procedures and expectations to teachers and students.

Person Responsible	Javon Smith (javon.smith@polk-fl.net)

2. Teach CHAMPS procedures to teachers and students.

Person Responsible	Javon Smith (javon.smith@polk-fl.net)

3. Instruct, implement, and manage RTiB system.

Person Responsible	Russ Campbell (russ.campbell@polk-fl.net)

4. Review data from RTiB system and attendance monthly.

Person Responsible	Russ Campbell (russ.campbell@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Westwood Middle builds a positive school culture by implementing school wide expectations through the PBIS systems; Be Responsible, Be Respectful and Be Safe. Students are provided with quarterly incentives based on attendance, discipline, and learning gains. Teachers are provided support through collaborative planning, co-teaching, mentoring, and monthly faculty meetings. To ensure the campus has a positive morale year round, events are put in place that focus on team building and collaboration. Staff climate surveys are sent at the beginning, middle and end of the year. Community stakeholders hold key positions in the School Advisory Committee and their resources are given for use at school wide events. Parents and guardians are engaged in quarterly family engagement nights throughout the year.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.