

Polk County Public Schools

Westwood Middle School



2021-22 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: 7/23/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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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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)	2020-21 Title I School	2020-21 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	83%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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	Position 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

Name	Position Title	Job Duties and Responsibilities
		<p>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 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>assessments as needed. All other duties as assigned by the principal.</p>
Davis, Arthur	Instructional Coach	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <p>Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</p> <p>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.</p> <p>All other duties as assigned by the principal.</p>
Richard-Jones, Anjanette	Instructional Coach	<p>Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</p> <p>Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>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.</p> <p>Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</p> <p>Provide classroom support by observing, modeling, co-teaching and providing specific feedback.</p> <p>Help teachers understand state and district mandates and how these mandates support student achievement.</p> <p>Provide support for school-based professional development to build the school's training capacity.</p> <p>Develop and deliver school-based professional</p>

Name	Position Title	Job Duties and Responsibilities
		<p>development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p> <p>Provide follow-up support at the school level for district professional development in assigned content area.</p> <p>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.</p> <p>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.</p> <p>Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</p> <p>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.</p> <p>All other duties as assigned by the principal.</p>
Jackson, Jennifer	Assistant Principal	<p>Common Planning (Math, Science and ELA)</p> <p>Master Schedule</p> <p>Scheduling of Students</p> <p>Substitute Teachers</p> <p>Interns</p> <p>Automated Grade Reporting</p> <p>Educational Research</p> <p>Staff Development & In-service Records</p> <p>Guidance Supervisor</p> <p>Instructional Materials Selection</p> <p>Beginning Teacher Requirements</p> <p>Mentor New Teachers</p> <p>Instructional Observations & Assessments</p> <p>FTE Accounting</p> <p>Lesson Plans</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 Polk - 0571 - Westwood Middle School - 2020-21 SIP Last Modified: 7/1/2021 https://www.floridacims.org Page 9 of 26 Name Title Job Duties and Responsibilities Plan Parent Nights/Open House/Title I/Family Nights (Events) Additional Duties as assigned by Principal.</p>
Nicholson, Marissa	Instructional Coach	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Smith, Javon	Assistant Principal	<p>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</p>

Demographic Information

Principal start date

Friday 7/23/2021, 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.*

15

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

813

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	262	293	251	0	0	0	0	806
Attendance below 90 percent	0	0	0	0	0	0	109	122	101	0	0	0	0	332
One or more suspensions	0	0	0	0	0	0	64	86	48	0	0	0	0	198
Course failure in ELA	0	0	0	0	0	0	15	20	7	0	0	0	0	42
Course failure in Math	0	0	0	0	0	0	10	14	4	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	78	111	0	0	0	0	232
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	68	87	120	0	0	0	0	275
Number of students with a substantial reading deficiency	0	0	0	0	0	0	144	156	127	0	0	0	0	427

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	170	207	171	0	0	0	0	548

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	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	3	10	11	0	0	0	0	24

Date this data was collected or last updated

Wednesday 7/14/2021

2020-21 - 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	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	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	145	116	139	0	0	0	0	400

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	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

2020-21 - 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	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	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	145	116	139	0	0	0	0	400	

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	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				28%	48%	54%	30%	46%	53%
ELA Learning Gains				47%	52%	54%	44%	47%	54%
ELA Lowest 25th Percentile				52%	48%	47%	39%	42%	47%
Math Achievement				30%	50%	58%	36%	49%	58%
Math Learning Gains				43%	50%	57%	55%	51%	57%
Math Lowest 25th Percentile				46%	48%	51%	49%	51%	51%
Science Achievement				22%	44%	51%	42%	47%	52%
Social Studies Achievement				65%	72%	72%	85%	86%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	26%	48%	-22%	54%	-28%
Cohort Comparison						
07	2021					
	2019	27%	42%	-15%	52%	-25%
Cohort Comparison		-26%				
08	2021					
	2019	31%	48%	-17%	56%	-25%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	22%	47%	-25%	55%	-33%
Cohort Comparison						
07	2021					
	2019	27%	39%	-12%	54%	-27%
Cohort Comparison		-22%				
08	2021					
	2019	19%	35%	-16%	46%	-27%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	22%	41%	-19%	48%	-26%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	70%	-4%	71%	-5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	50%	30%	61%	19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	53%	-53%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Star Math and Reading / Science Quarterly Exams

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	22%	20%
	Economically Disadvantaged	20%	20%	16%
	Students With Disabilities	8%	19%	11%
	English Language Learners	9%	9%	13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45%	39%	27%
	Economically Disadvantaged	44%	39%	28%
	Students With Disabilities	35%	39%	16%
	English Language Learners	43%	39%	21%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	28%	26%
	Economically Disadvantaged	20%	31%	25%
	Students With Disabilities	3%	N/A	3%
	English Language Learners	10%	13%	19%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	33%	19%
	Economically Disadvantaged	19%	32%	18%
	Students With Disabilities		11%	3%
	English Language Learners	17%	30%	14%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	69%	48%	68%
	Economically Disadvantaged	68%	49%	69%
	Students With Disabilities	35%	26%	38%
	English Language Learners	63%	46%	66%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	41%	39%
	Economically Disadvantaged	31%	39%	39%
	Students With Disabilities	12%	13%	23%
	English Language Learners	16%	12%	24%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	51%	44%
	Economically Disadvantaged	29%	53%	48%
	Students With Disabilities	23%	25%	30%
	English Language Learners	29%	43%	27%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	57%	42%	55%
	Economically Disadvantaged	58%	43%	53%
	Students With Disabilities	18%	14%	24%
	English Language Learners	57%	51%	55%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	28	23	12	18	33	9	41			
ELL	17	34	43	14	16	29	7	71	43		
BLK	22	31	37	15	24	33	16	59	41		
HSP	25	36	30	17	16	29	20	71	41		
MUL	29	23		36	38						
WHT	25	31	32	23	26	33	40	63	53		
FRL	24	32	31	17	21	28	24	68	48		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	32
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- Majority of the school made gains on the Winter STAR Progress Monitoring
- All data dropped from the Winter to the Spring Progress Monitoring
- English Language Learners increased in reading STAR across all grade levels from Fall to Spring
- ELL and Students with Disabilities had growth in Civics Quarterly Assessments
- From the Fall STAR to the Spring STAR there was an increase in the students with disabilities subgroup

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

- US History dropped consistently in Quarterly assessments in all subgroups
- 6th grade dropped consistently in STAR Progress Monitoring in both reading and math
- Students dropped from Winter to Spring STAR in all subgroups

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

- Eschool students returning to campus skewed the data
- Distinct learning gaps in 6th and 7th grade that limited on grade level proficiency
- Teachers will implement tiered reading strategies
- Teachers will receive strategies during collaborative planning
- Differentiated small group instruction with teacher led group
- US History will implement school wide reading strategies

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

- 8th grade Reading STAR had gains in the following subcategories: Economically disadvantage, ELL and Students with Disabilities
- 8th grade Math STAR and Comp Science 2 Acc Honors both had gains all year for Students with Disabilities
- 6th and 7th grade ELL students increased on Reading STAR all year

What were the contributing factors to this improvement? What new actions did your school take in this area?

- Small group instruction was implemented across content areas in 8th grade
- New Success Coach monitored student data and met one on one with students to review their progress
- 6th and 7th grade ELL students were able to meet one on one with teacher for additional tutoring

What strategies will need to be implemented in order to accelerate learning?

- Extended Learning After School starting sooner
- Scaffold instruction intentionally
- Reading across all content areas implementing text sets and practice tests
- Standards based progress monitoring

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- AVID strategies school wide
- Purpose reading skills in all content areas including electives
- Unpacking the standards (reading the curriculum map)
- Lesson plan

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- Formative and Summative Assessments
- Teacher mentoring (look and learn)

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 Star Reading and District Quarterly Assessments. In addition, due to the FLDOE guidelines requiring students to earn growth on FSA and Progress Monitoring 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 Reading, District Quarterlies and FSA assessments.
Monitoring:	WMS Area of Focus will be monitored using formative/summative assessments, district quarterly assessments, small/teacher led groups, as well as teacher and student data chats.
Person responsible for monitoring outcome:	Anjanette Richard-Jones (anjanette.richard@polk-fl.net)
Evidence-based Strategy:	<p>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.</p> <p>Tiered Purpose 1,2,3 Reading Strategy (Annotating the text)- The Purpose 1, 2, & 3 strategy provides students with a structure to attack the passage. It is any action that deliberately interacts with a text to enhance the reader's understanding of, recall of, and reaction to the text.</p> <p>Tiered 1 - AVID - Bubble to average with some advance students</p> <p>Tiered 2 - Regular Reading/Critical Thinking Students</p> <p>Tiered 3 - Intensive/ESOL Students</p> <p>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.</p>
Rationale for Evidence-based Strategy:	The use of these strategies listed above created big gains (18 points) in ELA 2018-2019.

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 differentiated based on Formative/Summative and District Quarterly Assessments, and they are used to adapt small group Literacy strategies across all content areas.

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

4. Provide Laptops and iPads 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:**

Student data from 2020-2021 shows that less than half of our students are proficient in Language Arts (6th 20%, 7th 26%, & 8th 39%) according to Spring Star Reading and Math (6th 27%, 7th 20%, 8th 44%) according to Spring Star Math. In addition, only 55% of our students are proficient in Science. Research indicates that effective core instruction should meet the needs of 80% of the student body therefore we plan to improve the core standards-based instruction that our students receive in all core content courses.

Measurable Outcome:

Currently, Westwood Middle School out performed the District in Science and Civics due to ensuring standards-aligned instruction being implemented throughout every classroom. Focusing on the above areas 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.

Monitoring:

WMS Area of Focus will be monitored using formative/summative assessments, district quarterly assessments, small/teacher led groups, as well as teacher and student data chats.

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 through teacher lead group daily using data from the sources listed above.

Rationale for Evidence-based Strategy:

This approach to learning centers on small group instruction 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 Arthur Davis (arthur.davis@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; 42% (336) of our 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 2021-2022. 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.
Monitoring:	After each unexcused absences parents/families will begin receiving system generated calls. Parents/Families will receive teacher phone calls after three unexcused absences. At ten unexcused absences Parents/Families will be contacted by the school's social worker and documentation of truancy.
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 attendance procedures and expectations to teachers and students.

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

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

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

3. Teach CHAMPS procedures to teachers and students.

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

4. Instruct, implement, and manage RTiB system.

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

5. Review data from RTiB system and attendance monthly.

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

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In the 2019-2020 school year, Westwood Middle School (WMS) reported 4.3 incidents per 100 students. When compared to all middle/ junior high schools within the state of Florida, the WMS rate was slightly higher than the state average of 4.2 incidents per student. When reviewing violent incidents (fighting, battery, sex offenses, bullying, etc.), WMS reported 2.71 violent incidents per 100 students or 21 violent incidents for 774 students enrolled. Westwood Middle School ranked # 1 in the state out of 553 middle/ junior high schools for having zero property incidents (arson, breaking & entering, robbery, theft, and vandalism). When reviewing drug/ public order incidents (disruptions on campus, drug use or possession, tobacco, and alcohol), WMS reported 1.55 incidents per 100 students or ranked 363 out of 553 middle/junior high schools within the state of Florida. WMS ranked very high ranking 546 out of 553 schools for out of school suspensions. There was a total of 476 suspensions reported 139 being in-school suspensions.

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.

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 out 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.

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

The following stakeholders promote a positive culture and environment for Westwood Middle School:

SAC is a school-based group intended to represent the school, the community, and those persons closest to the students. The group shares responsibility for guiding the school toward continuous improvement. SAC assists in the preparation and evaluation of the results of the school improvement plan and to assist the principal with the annual school budget. Additionally, SAC receives funds to be used at the discretion of the council. A portion of the money should be used for implementing the school improvement plan.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00