

Broward County Public Schools

Westpine Middle School



2021-22 Schoolwide Improvement Plan

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Westpine Middle School

9393 NW 50TH ST, Sunrise, FL 33351

[no web address on file]

Demographics

Principal: Christopher Johnson

Start Date for this Principal: 9/22/2021

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)	87%
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* Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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 Broward 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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Westpine Middle School

9393 NW 50TH ST, Sunrise, FL 33351

[no web address on file]

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	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

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

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SIP Authority

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<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 shape the ideal middle school student who is equipped with critical thinking, problem solving, and adaptability, skills to be prepared for a variety of academic and life challenges.

Provide the school's vision statement.

We will provide a safe, creative, and challenging learning environment that consists of numerous curricular and extra-curricular opportunities for our students.

We will provide an environment that prepares our students for the future by instilling 21st century learning skills and embedding opportunities for students.

We will offer a positive and caring school culture that will encompass an environment in which teachers help mentor students throughout the middle school experience.

We will foster professional development, teacher collaboration, and teacher input to attain maximum achievement for our students and school.

We will promote a culture that offers various academic opportunities that will guide students in their pursuit of post-secondary career goals.

We will offer a collaborative community environment that will allow teachers, students, administration, parents and other stakeholders to work together on the various facets of the middle school experience.

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
Johnson , Christopher	Principal	School principal and instructional leaders are responsible for analyzing schools' data and creating action plans to provide strategic direction for Westpine Middle School. Other duties include assess teaching methods, monitor student achievement, encourage parent involvement, revise school policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Adams, Jennifer	Assistant Principal	School Assistant principal is an instructional leader responsible for analyzing schools' data and creating action plan to provide strategic direction for Westpine Middle School. Other duties includes assess teaching methods, monitor student achievement, encourage parent involvement, revise school policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. The Assistant principal works alongside the principal to ensure that the instructional and operational vision and expectation is met to ensure a safe and secure learning environment.
Showers, Kim	Assistant Principal	School Assistant principal is an instructional leader responsible for analyzing schools' data and creating action plan to provide strategic direction for Westpine Middle School. Other duties includes assess teaching methods, monitor student achievement, encourage parent involvement, revise school policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. The Assistant principal works alongside the principal to ensure that the instructional and operational vision and expectation is met to ensure a safe and secure learning environment.
Weber, Joshua	Assistant Principal	School Assistant principal is an instructional leader responsible for analyzing schools' data and creating action plan to provide strategic direction for Westpine Middle School. Other duties includes assess teaching methods, monitor student achievement, encourage parent involvement, revise school policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. The Assistant principal works alongside the principal to ensure that the instructional and operational vision and expectation is met to ensure a safe and secure learning environment.

Demographic Information

Principal start date

Wednesday 9/22/2021, Christopher Johnson

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.*

27

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.*

23

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

945

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

3

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/22/2021

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	364	351	348	0	0	0	0	1063	
Attendance below 90 percent	0	0	0	0	0	0	32	27	38	0	0	0	0	97	
One or more suspensions	0	0	0	0	0	0	84	119	97	0	0	0	0	300	
Course failure in ELA	0	0	0	0	0	0	31	34	21	0	0	0	0	86	
Course failure in Math	0	0	0	0	0	0	93	138	115	0	0	0	0	346	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	93	138	115	0	0	0	0	346	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	93	138	115	0	0	0	0	346	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
7	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	61	89	80	0	0	0	0	230

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	7	1	13	0	0	0	0	21	
Students retained two or more times	0	0	0	0	0	0	7	4	3	0	0	0	0	14	

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	364	351	348	0	0	0	0	1063	
Attendance below 90 percent	0	0	0	0	0	0	32	27	38	0	0	0	0	97	
One or more suspensions	0	0	0	0	0	0	84	119	97	0	0	0	0	300	
Course failure in ELA	0	0	0	0	0	0	31	34	21	0	0	0	0	86	
Course failure in Math	0	0	0	0	0	0	93	138	115	0	0	0	0	346	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	93	138	115	0	0	0	0	346	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	93	138	115	0	0	0	0	346	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
7	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	61	89	80	0	0	0	0	230

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	7	1	13	0	0	0	0	21	
Students retained two or more times	0	0	0	0	0	0	7	4	3	0	0	0	0	14	

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				51%	57%	54%	52%	57%	53%
ELA Learning Gains				48%	57%	54%	52%	57%	54%
ELA Lowest 25th Percentile				38%	48%	47%	45%	50%	47%
Math Achievement				54%	60%	58%	46%	60%	58%
Math Learning Gains				52%	58%	57%	46%	59%	57%
Math Lowest 25th Percentile				42%	49%	51%	37%	50%	51%
Science Achievement				45%	49%	51%	50%	52%	52%
Social Studies Achievement				73%	71%	72%	78%	72%	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	57%	57%	0%	54%	3%
Cohort Comparison						
07	2021					
	2019	39%	55%	-16%	52%	-13%
Cohort Comparison		-57%				
08	2021					
	2019	51%	59%	-8%	56%	-5%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%	58%	1%	55%	4%
Cohort Comparison						
07	2021					
	2019	43%	53%	-10%	54%	-11%
Cohort Comparison		-59%				
08	2021					
	2019	33%	45%	-12%	46%	-13%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	26%	43%	-17%	48%	-22%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	71%	-2%	71%	-2%
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	89%	61%	28%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	56%	44%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
English Language Learners	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
English Language Learners	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	21	26	19	20	19	14	19	40			
ELL	36	39	35	26	17	6	15	53	55		
ASN	71	60		67	40						
BLK	42	37	22	36	21	17	29	56	57		
HSP	45	37	27	38	20	18	39	67	54		
MUL	60	33		52	27			65	45		
WHT	50	43	32	43	21	5	48	56	61		
FRL	43	35	18	35	21	15	31	56	54		
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	24	38	29	31	46	34	23	56			
ELL	35	42	36	45	57	54	31	54	81		

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
ASN	60	57	20	72	57		73		92		
BLK	46	45	36	49	50	38	42	72	69		
HSP	56	52	42	53	53	42	38	71	79		
MUL	79	71		89	59		91	82	100		
WHT	56	48	42	61	58	59	43	73	65		
FRL	47	48	37	49	51	39	40	71	74		
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	25	41	38	25	47	39	24	47			
ELL	30	55	58	32	46	38	46	52			
ASN	69	58		64	53		83	81	92		
BLK	47	48	43	40	45	40	41	78	62		
HSP	55	57	46	44	40	31	48	74	54		
MUL	76	59		85	74		85	93	92		
WHT	55	51	52	52	53	35	63	78	58		
FRL	50	50	44	44	45	37	46	77	63		

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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	10
Percent Tested	85%
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	34
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	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
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	38
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	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	40
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?

The data that showed the lowest performance was our ELA Achievement and lowest 25th percentile for Students with Disabilities. The students have difficulty with basic academic skills that limit their performance on standardized tests. The contributing factors include: citing text-based evidence to justify answers; problems with fluency and reading comprehension of complex text; extended reading passages with elevated vocabulary; word recognition. Additionally, students lack phonemic awareness and struggle with organizing ideas to answer test questions.

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

The data component with the greatest decline from the previous year is ELA of the Lowest 25th percentile. Advanced reading strategies are a crucial component to helping struggling readers achieve success. Often times, student who struggle with reading lack basic fundamental skills learned in the primary years. Based on the data factors that contributed to the decline of our lowest 25th percentile are an the number of students on Free and Reduced Lunch to lack the exposure to extensive text and become disengaged or frustrated. Students need assistance with Question Answer Relationships to locate specific answers to a text. Next, students have difficulty concentrating for extended periods and unable to process long passages. Decoding words poses a problem for ELL students who are challenged with learning a new language.

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

Finding a solution to closing the achievement gap can be a daunting task. The data component with the greatest gap compared to the state average is ELA of the lowest 25th percentile. Based on the data, Integration of Knowledge and Ideas is the lowest category across all grade level 6 through 8. Struggling readers have difficulty with analyzing text and making inferences. The inability to evaluate or make connections between different types of text makes this standard an area of focus. Students need more practice learning how to compare and contrast text, which is a high order reading comprehension skill.

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

The data component that showed the most improvement was in the area of Math achievement and Math learning gains with significant improvement in 6th grade. New actions steps to achieve this goal include FSA preparation, targeted remediation strategies for the lowest 25th percentile and ongoing professional development. Additional instructional strategies include:

1. Reversing the Instructional Focus Calendar in 6th Grade; beginning with Statistics and Probability and ending with Number Sense
2. Spiraling back over concepts taught throughout the year
3. Holding students accountable with Concept Check quizzes each day based on the lesson from the day before
4. Using i-Ready for remediation, as well as acceleration
5. Communication and collaboration within each grade level
6. Pullouts for the lowest 20%

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

Based on the EWS data from Part 1, the primary concern is the number of students who have failed an ELA & Math core course. If student performance on the FSA state assessment is correlated to how well students master the State Standards, then our instructional attention is to decrease the number of students who are failing the core ELA & Math course (not mastering standards.) Reason and logic leads us to hypothesize that if we can decrease the course failing rate, then we can increase the FSA proficiency rate.

Secondly, the number of students scoring level 1 on the state assessment is a huge concern. Our goal is to move those students to proficiency or at least show a years worth of growth in the form of a learning gain.

Both of these areas of concern can be minimized with a strong emphasis on prescriptive instructional practices for an identified population of student, progress monitoring, ELO opportunities and mentoring.

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

The strategies that will be implemented in order to accelerate learning include the incorporation of Read 180 and Systems 44 to increase FSA proficiency rates across the areas of focus. Additionally, we will provide extra support in the form of Elementary and Secondary School Emergency Relief coaches in the areas Science and Literacy.

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.

The professional development opportunities provided at the school to support teachers and leaders will be created based on the needs and interests of the teachers. The PD will be facilitated by department heads and District Instructional Support Facilitators.

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

Some of the additional services that have been implemented to ensure sustainability of improvement in the next year and beyond is the addition of a guidance counselor, behavior tech, ESSER coaches, professional development, Read 180, System 44, Math, and Literacy coaches. All of these services will ensure sustainability this year, and beyond.

Part III: Planning for Improvement

Areas of Focus:

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

Science is the area of focus for 2021-2022. We will focus on integrating literacy skills into science instruction. As evidenced by the Statewide Science Assessment, Science scores for 8th-grade need to increase by 9% from 45% to 54%. Many of our advanced students are electing to take high school courses, increasing the number of Level 1 and Level 2 students taking the state exam. Also, teachers have limited training in formulating lessons for students with learning deficiencies, which hinder science achievement. Science text is extremely difficult for middle school students who read below grade level. Students must analyze information and make inferences to answer text-based questions. Often times, students read science text without understanding the information, the meaning of vocabulary terms, and key concepts. Our goal is to develop strong readers, enhance comprehension, and read the text more deeply.

Measurable Outcome:

By June 2021, 54% of 8th-grade students will meet or exceed a score of Level 3 or higher as evidenced by the (SSA) Statewide Science Assessment.

Monitoring:

Progress monitoring will include: Diagnostic Exams; Common Formative Assessments; Mid-term exam; District Benchmark Assessment;; Statewide Science Assessment; End of Year Exams

Person responsible for monitoring outcome:

Joshua Weber (joshua.weber@browardschools.com)

Evidence-based Strategy:

A theory of action is a connected set of propositions, a logical chain of reasoning that explains how the change will lead to improved practices. It “connects the dots” explaining in a commonsense way which features are expected to produce results that lead to the final desired outcome. Through “if... then...” statements the leadership team can effectively monitor student and teacher growth through a logical sequence of events. All members of the leadership team have created a Theory of Action to help reach the desired outcome for their departments.

Rationale for Evidence-based Strategy:

Middle schools countywide have adopted this strategy as a best practice. It serves a framework for weekly collaborative discussions between neighboring schools with similar socioeconomic status demographics. Thinking through a theory of action allows us to more clearly see the chain of changes that will have to happen for the intervention to be successful. This can help us in the planning stage to be sure that the solutions we are choosing truly align with the impact we’d like to see. Later on, it allows us to better identify what about a given intervention is not working so that we can adjust.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Science is the area of focus for 2021-2022. We will focus on integrating literacy skills into science instruction. As evidenced by the Statewide Science Assessment, Science scores for 8th-grade need to increase by 9% from 45% to 54%. Many of our advanced students are electing to take high school courses, increasing the number of Level 1 and Level 2 students taking the state exam. Also, teachers have limited training in formulating lessons for students with learning deficiencies, which hinder science achievement. Science text is extremely difficult for middle school students who read below grade level. Students must analyze information and make inferences to answer text-based questions. Often times, students read science text without understanding the information, the meaning of vocabulary terms, and key concepts. Our goal is to develop strong readers, enhance comprehension, and read the text more deeply.

Measurable Outcome:

By June 2021, 54% of 8th-grade students will meet or exceed a score of Level 3 or higher as evidenced by the (SSA) Statewide Science Assessment.

Monitoring:

Progress monitoring will include: Diagnostic Exams; Common Formative Assessments; Mid-term exam; District Benchmark Assessment;; Statewide Science Assessment; End of Year Exams

Person responsible for monitoring outcome:

Joshua Weber (joshua.weber@browardschools.com)

Evidence-based Strategy:

A theory of action is a connected set of propositions, a logical chain of reasoning that explains how the change will lead to improved practices. It “connects the dots” explaining in a commonsense way which features are expected to produce results that lead to the final desired outcome. Through “if... then...” statements the leadership team can effectively monitor student and teacher growth through a logical sequence of events. All members of the leadership team have created a Theory of Action to help reach the desired outcome for their departments.

Rationale for Evidence-based Strategy:

Middle schools countywide have adopted this strategy as a best practice. It serves a framework for weekly collaborative discussions between neighboring schools with similar socioeconomic status demographics. Thinking through a theory of action allows us to more clearly see the chain of changes that will have to happen for the intervention to be successful. This can help us in the planning stage to be sure that the solutions we are choosing truly align with the impact we’d like to see. Later on, it allows us to better identify what about a given intervention is not working so that we can adjust.

Action Steps to Implement

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The area of focus for 2021-2022 is Students with Disabilities. Based on the ESSA data report and statewide assessments 35% of SWD have reached achievement levels in ELA. At times, SWD are taught a basic functional approach to literacy, which inhibits their ability for higher-level reading and writing skills. Students need additional support with how to interact with text and build vocabulary. After collaborating with teachers, and support staff, we identified the following critical needs areas: explicit instruction; scaffolding and feedback approaches that will help students become more active, strategic readers; reciprocal teaching; placing more students in small groups for individualized instruction and continuous progress monitoring to determine if interventions are effective and guide instructional decisions or changes.
Measurable Outcome:	By June 2022 42% of Students with disability students will make a learning gain on the ELA Florida Standards Assessment. Progress monitoring will occur in the form of the following:
Monitoring:	<ul style="list-style-type: none"> - A district-mandated assessment called Growth Measure for Reading skills, standards, and levels is given 3 times a year. - Quarterly writing assessments - Quarterly Common Formative Assessments (CFAs) from Unit tests from the Into Literature textbook - BSA and FSA testing - For reteaching and reinforcement, students will be assigned lessons in either i-Ready and/or Common Lit along with whole group, small groups, one-on-one, literacy centers, etc.
Person responsible for monitoring outcome:	Christopher Johnson (christopher.johnson@browardschools.com)
Evidence-based Strategy:	<p>Theory Of Action</p> <p>A theory of action is a connected set of propositions, a logical chain of reasoning that explains how change will lead to improved practices. It “connects the dots” explaining in a commonsense way which features are expected to produce results that lead to the final desired outcome. Through “if... then...” statements the leadership team can effectively monitor student and teacher growth through a logical sequence of events. All members of the leadership team have created a Theory of Action to help reach h desired outcome for their departments.</p>
Rationale for Evidence-based Strategy:	Teachers approach instruction with the intent to impart the content of the course they teach. However, teachers often teach the material instead of seeking methods that personal and individualize students' needs and experiences. The necessity of differentiation, remediation, and enrichment based on individual needs, contributes to teachers moving through their course material without attention to individual student needs.

Action Steps to Implement

1. Teachers will interpret their individual student data.
2. Teachers will understand and utilize resources that are available.
3. Departments will collaborative work together with Support Facilitators within their PLC.
4. Department Heads will provide resources and PD on high quality instructional practices.
5. Administrators, Coaches, and Department Leaders will provide effective feedback with data driven goals through classroom observations.
6. SES Specialists, ESE Support and Behavior Specialist will monitor and provide small group and 1-1 assistance to SWD.

Person Responsible Christopher Johnson (christopher.johnson@browardschools.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The area of focus for 2021-2022 is Students with Disabilities. Based on the ESSA data report and statewide assessments 35% of SWD have reached achievement levels in ELA. At times, SWD are taught a basic functional approach to literacy, which inhibits their ability for higher-level reading and writing skills. Students need additional support with how to interact with text and build vocabulary. After collaborating with teachers, and support staff, we identified the following critical needs areas: explicit instruction; scaffolding and feedback approaches that will help students become more active, strategic readers; reciprocal teaching; placing more students in small groups for individualized instruction and continuous progress monitoring to determine if interventions are effective and guide instructional decisions or changes.
Measurable Outcome:	By June 2022 42% of Students with disability students will make a learning gain on the ELA Florida Standards Assessment.
Monitoring:	The area of focus will be monitored by using: School based assessments Progress reports Report cards Benchmark assessments
Person responsible for monitoring outcome:	Christopher Johnson (christopher.johnson@browardschools.com)
Evidence-based Strategy:	Theory Of Action A theory of action is a connected set of propositions, a logical chain of reasoning that explains how change will lead to improved practices. It “connects the dots” explaining in a commonsense way which features are expected to produce results that lead to the final desired outcome. Through "if... then..." statements the leadership team can effectively monitor student and teacher growth through a logical sequence of events. All members of the leadership team have created a Theory of Action to help reach h desired outcome for their departments.
Rationale for Evidence-based Strategy:	Teachers approach instruction with the intent to impart the content of the course they teach. However, teachers often teach the material instead of seeking methods that personal and individualize students' needs and experiences. The necessity of differentiation, remediation, and enrichment based on individual needs, contributes to teachers moving through their course material without attention to individual student needs.

Action Steps to Implement

No action steps were entered for this area of focus

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

Although gains and growth continue to be made in literacy on the ELA Florida Standard Assessment academic goals are not being met by our lowest 25% quartile.

Measurable Outcome: By June 2022 61% of the students at Westpine Middle School will meet or exceed a score of level 3 or higher on the ELA Florida Standard Assessment.

Progress monitoring will occur in the form of the following:

Monitoring:

- A district-mandated assessment called Growth Measure for Reading skills, standards, and levels is given 3 times a year.
- Quarterly writing assessments
- Quarterly Common Formative Assessments (CFAs) from Unit tests from the Into Literature textbook
- BSA and FSA testing
- For reteaching and reinforcement, students will be assigned lessons in either i-Ready and/or Common Lit.

Person responsible for monitoring outcome:

Christopher Johnson (christopher.johnson@browardschools.com)

Evidence-based Strategy:

Theory of Action: It is a connected set of propositions, a logical chain of reasoning that explains how change will lead to improved practices. It “connects the dots” explaining in a commonsense way which features are expected to produce results that lead to the final desired outcome. Through “if... then...” statements the leadership team can effectively monitor student and teacher growth through a logical sequence of events. All members of the leadership team have created a Theory of Action to help reach the desired outcome for their departments.

Rationale for Evidence-based Strategy:

For those who struggle to read, there is a risk that the main purpose of being able to read becomes lost. The desired outcome is that children not only can read, but want to read. For this reason, reading needs to be motivating and meaningful. Metacognition is an important aspect of the learning experience. The goal of intervention is that the child becomes a constructive learner, learns how to learn and becomes a self-regulated learner. A student with a good grasp of oral language will need less work on vocabulary development, while a student with difficulties with phonological processing, word reading and spelling will need more work on phonics, decoding and word study. Content area teachers who need to ensure that all students get a broad and balanced curriculum, while also targeting the key areas of need. Students who have literacy difficulties will benefit from whole-class work and activities, along with differentiated instruction.

Action Steps to Implement

1. All content area teachers will participate in ongoing literacy professional development.
2. The Literacy Coach will provide support by modeling reading and writing strategies to improve classroom instruction.
3. Student will be instructed based on their ability and provide rigorous environment.
4. Teachers will participate standard-based lesson plan training.

5. All level 1 and 2 students with a phonemic awareness deficit will be placed in a System 44 classes.
6. Administration, Department Leaders, and Coaches will monitor through walkthroughs.

Person Responsible Christopher Johnson (christopher.johnson@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the 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.

Begin with the end in mind the Theory of Action will provide members of the leadership team (APs, Department heads, academic and ESSER coaches) insight into an adjustable strategic plan that holds each member accountable for their instructional leadership. All leadership members will create a departmental Theory of Action.

School-wide strategies include:

- **Scheduling of lower quartile performing students in the Reading 180 and System 44 program to develop basic reading skills is in place for 2021-2022.**
- **ESE Support and behavior technician to assist with the SWD population to meet IEP goals and student needs.**
- **A variety of mentoring programs**
- **Before and after-school tutoring for ELA and Math.**
- **Literacy, Math and Science coaches who will be responsible for identifying students for pull-outs, push in, and ELO opportunities.**
- **Progress monitoring and Increasing students awareness though monthly data chats**
- **Adjustment to instructional techniques and practices that infuse DOK for students**
- **Work closely with SBBC District instructional coaches to align standards to instruction.**
- **Pre FSA crunch time during school and after school**
- **Tutoring for high performing algebra and geometry math students.**
- **Infusion of Social and Emotional learning curriculum into the culture of the school.**

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.

We involve parents in our school culture by giving them a platform for feedback on classroom activities or school programs. Parent are given the opportunity to share their hopes or concerns regarding their children's education.

Westpine takes pride in developing educational programs that allow parents to become active participants in their children's schooling, and thus build a more positive atmosphere in our school.

Complimenting and rewarding both students and staff to help them feel cared for as an individual and valued by the school community.

Developing essential social skills are preparing our students on an even deeper level for their future after graduation through social-emotional learning (SEL). Throughout the day we encourage teachers to include activities that help students develop qualities such as empathy, reliability, respect, concern, and a sense of humor.

Encourage Innovative teaching methods by providing continuous professional development for teachers that inspire them to try new methods of teaching.

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

Principal and Administration

Create a sense of belonging for all stakeholders

Provide clear direction

Use school data to set goals

Promote a shared vision, i.e., valuing culture and instruction by connecting with school staff about the school environment and academic expectations.

School leaders provide support for educators, e.g., professional development and support. This is helpful when thinking about the rollout and ensures that staff have the capacity to sustain the school culture work.

Create consistent responses for both bad and good behavior

Teachers

A teacher's duty is not only to convey knowledge, but to educate or cultivate emotional and spiritual socio-cultural values in the educational process.

Building relationships with students and families is one way to keep them connected to the school community. When students feel engaged, they build relationships that affirm their safety and welcome them into a space that motivates to see them learn. Additionally, they have a sense of focus in school and have more success.

Listen to new ideas (take risks) and value the student voice. Students have ideas about what creates a learning environment that is supportive. Leverage student ideas to build plans that promote a positive school culture.

Having leadership also provides positive experiences through praise and reward. Incentive programs allow teachers, staff, and students to identify positive actions and reinforce those through praise. All students like to hear, "Good job!" The authenticity of this is grounded in the relationships they have with teachers.

Parents

Attendance is key: Good school attendance is important to academic achievement. When students are absent from school they miss vital instruction. Parents have control over their child's attendance and this includes arriving on time to school, and not taking students out in the middle of the school day.

Attitude: Parents need to display a positive attitude toward school in general. If parents have a positive attitude, the child will also have that positive attitude toward school. Parents must be careful in how they address school concerns in front of their child. If they display a negative attitude toward school, their child may adopt that as his/her own attitude toward school.

Priority: Education must be given a top priority for it to come out on top. Therefore, parents must make education their first priority, above all other after school activities.

Support: Children need their parent's help. When a child needs help on homework or other special projects, it is their parents that they turn to. Parents need to offer support and help their children. They may even need to find help outside of the home, a tutor, for example. Role Model: The parent needs to be a positive role model for the child in helping to shape the child's opinions and attitudes about learning.

Get Involved: Research reveals that high self-esteem and student achievement are closely related to positive parental involvement in school. When parents get involved at school it can be a motivating factor to the child. It tells the child that the parents think that school is important.

Communication: Parents need to keep in touch with their child's school and have a positive relationship with the teacher.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science				\$13,190.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	2052 - Westpine Middle School	Title, I Part A		\$13,190.00
			<i>Notes: Tutoring and Preparation for FSA Testing</i>			
2	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$13,633.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	2052 - Westpine Middle School	Title, I Part A		\$13,633.00
			<i>Notes: Teachers will plan by department to improve student achievement including ELL and SWD subgroups.</i>			
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA				\$23,712.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	690-Computer Software	2052 - Westpine Middle School	Title, I Part A		\$20,712.00
			<i>Notes: iReady Software to progress monitor students performance in reading /ELA.</i>			
	5100		2052 - Westpine Middle School	Title, I Part A		\$3,000.00
			<i>Notes: iReady Professional Development to progress monitor students performance in reading /ELA.</i>			
Total:						\$50,535.00