

The School District of Palm Beach County

Woodlands Middle School



2022-23 Schoolwide Improvement Plan

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Woodlands Middle School

5200 LYONS RD, Lake Worth, FL 33467

<https://wdms.palmbeachschools.org>

Demographics

Principal: Jenifer Kuras

Start Date for this Principal: 8/18/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2021-22 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	2021-22: B (60%) 2018-19: A (64%) 2017-18: A (65%)
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	ATSI
* 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 Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Woodlands is a Cambridge International School dedicated to connecting, supporting, and accelerating our scholars to succeed and serve others.

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Kuras, Jenifer	Principal	<p>The Principal provides a common vision for the use of data-based decision-making to ensure:</p> <ul style="list-style-type: none"> - a sound, effective academic program is in place - a process to address and monitor subsequent needs is created - a problem-solving team (SBT) is assisting with academic and behavioral interventions - assessment of RtI skills of school staff is conducted - fidelity of implementation of intervention support is documented - adequate professional development to support the RtI framework is provided - effective communication with parents regarding SBT and RtI plans and activity occurs - guidance and facilitate instruction with the use of best practices and school district recommended resources/materials. - hiring and retention of highly qualified employees - uses data to inform decisions and instruction, professional learning, performance, and student learning. - to quickly and proactively addresses problems in instruction and student learning. <p>The Principal ensures that the Assistant Principals will:</p> <ul style="list-style-type: none"> - contribute to the development of intervention plans, assist in progress monitoring, collect data, and offer assistance - Work with all departments to develop academic plans that challenge all students <p>The Principal ensures that ESE/ESOL coordinators will:</p> <ul style="list-style-type: none"> - contribute to the development of intervention plans, assist with progress monitoring, collect data, implement interventions when required, and offer professional development and assistance to teachers <p>The Principal ensures that Guidance Counselors will:</p> <ul style="list-style-type: none"> - Work with the SwPBS Internal Coach and the Middle School Course Recovery Coordinator to develop programs - contribute to the development of intervention plans, assist in progress monitoring, collect data, implement interventions when required, and offer professional development and assistance to teachers.
Gillard, Sharese	Assistant Principal	<p>Assistant Principals will:</p> <ul style="list-style-type: none"> - contribute to the development of intervention plans, assist in progress monitoring, collect data, and offer assistance - Work with all departments to develop academic plans that challenge all students - Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. - assists with eliminating barriers and distractions that interfere with effective teaching and learning - build a culture of pride, trust, and respect by monitoring the implementation of cultural competence, equity, and access within the instructional practices at the school center - build a culture of pride, trust, and respect by monitoring the implementation

Name	Position Title	Job Duties and Responsibilities
		of cultural competence, equity, and access within the instructional practices at the school center.
Sallenbach, Justin	Assistant Principal	<p>Assistant Principals will:</p> <ul style="list-style-type: none"> - contribute to the development of intervention plans, assist in progress monitoring, collect data, and offer assistance - Work with all departments to develop academic plans that challenge all students - Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. - assists with eliminating barriers and distractions that interfere with effective teaching and learning - build a culture of pride, trust, and respect by monitoring the implementation of cultural competence, equity, and access within the instructional practices at the school center.
Hartman, Dawn	Assistant Principal	<p>Assistant Principals will:</p> <ul style="list-style-type: none"> - contribute to the development of intervention plans, assist in progress monitoring, collect data, and offer assistance - Work with all departments to develop academic plans that challenge all students - Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. - assists with eliminating barriers and distractions that interfere with effective teaching and learning. - build a culture of pride, trust, and respect by monitoring the implementation of cultural competence, equity, and access within the instructional practices at the school center.
Henning, Kayce	Other	<p>Assistant Principals/Single School Culture Coordinator will:</p> <ul style="list-style-type: none"> - contribute to the development of intervention plans, assist in progress monitoring, collect data, and offer assistance - Work with all departments to develop academic plans that challenge all students - Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. -assist with eliminating barriers and distractions that interfere with effective teaching and learning. - build a culture of pride, trust, and respect by monitoring the implementation of cultural competence, equity, and access within the instructional practices at the school center
Aerenson Goetz, Aimee	Other	<p>ESE/ESOL coordinators will:</p> <ul style="list-style-type: none"> - contribute to the development of intervention plans, assist with progress

Name	Position Title	Job Duties and Responsibilities
		<p>monitoring, collect data, implement interventions when required, and offer professional development and assistance to teachers</p> <ul style="list-style-type: none"> - assists school staff with ensuring ESOL program compliance. - collaborates with community agencies and organizations in assisting families to access available resources.
Brooks, Brian	Other	<p>ESE/ESOL coordinators will:</p> <ul style="list-style-type: none"> - contribute to the development of intervention plans, assist with progress monitoring, collect data, implement interventions when required, and offer professional development and assistance to teachers - manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. - She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance.
Dias, Daiana	School Counselor	<p>Guidance Counselors will:</p> <ul style="list-style-type: none"> - Work with the SwPBS Internal Coach and the Middle School Course Recovery Coordinator to develop programs - contribute to the development of intervention plans, assist in progress monitoring, collect data, implement interventions when required, and offer professional development and assistance to teachers.

Demographic Information

Principal start date

Thursday 8/18/2022, Jenifer Kuras

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

30

Total number of teacher positions allocated to the school

93

Total number of students enrolled at the school

1,549

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

17

Identify the number of instructional staff who joined the school during the 2022-23 school year.

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	526	509	515	0	0	0	0	1550
Attendance below 90 percent	0	0	0	0	0	0	46	59	70	0	0	0	0	175
One or more suspensions	0	0	0	0	0	0	66	73	58	0	0	0	0	197
Course failure in ELA	0	0	0	0	0	0	44	48	42	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	41	21	32	0	0	0	0	94
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	85	105	99	0	0	0	0	289
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	107	148	120	0	0	0	0	375
Number of students with a substantial reading deficiency	0	0	0	0	0	0	85	105	99	0	0	0	0	289

Using the table above, complete the table below with the number of students by current grade level who have 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	87	116	102	0	0	0	0	305

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 8/29/2022

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	497	506	556	0	0	0	0	1559
Attendance below 90 percent	0	0	0	0	0	0	36	5	16	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	3	11	19	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	0	73	61	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	0	44	57	0	0	0	0	101
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	64	65	61	0	0	0	0	190
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	71	79	61	0	0	0	0	211
Number of students with a substantial reading deficiency	0	0	0	0	0	0	72	73	110	0	0	0	0	255
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	235	297	209	0	0	0	0	741
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	224	254	137	0	0	0	0	615

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	82	56	63	0	0	0	0	201

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	1	5	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	497	506	556	0	0	0	0	1559
Attendance below 90 percent	0	0	0	0	0	0	36	5	16	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	3	11	19	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	0	73	61	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	0	44	57	0	0	0	0	101
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	64	65	61	0	0	0	0	190
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	71	79	61	0	0	0	0	211
Number of students with a substantial reading deficiency	0	0	0	0	0	0	72	73	110	0	0	0	0	255
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	235	297	209	0	0	0	0	741
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	224	254	137	0	0	0	0	615

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	82	56	63	0	0	0	0	201

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	1	5	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%	53%	50%				62%	58%	54%
ELA Learning Gains	52%						58%	56%	54%
ELA Lowest 25th Percentile	43%						47%	49%	47%
Math Achievement	58%	35%	36%				70%	62%	58%
Math Learning Gains	59%						59%	60%	57%
Math Lowest 25th Percentile	51%						47%	53%	51%
Science Achievement	56%	56%	53%				62%	52%	51%
Social Studies Achievement	74%	64%	58%				80%	75%	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	2022					
	2019	64%	58%	6%	54%	10%
Cohort Comparison						
07	2022					
	2019	59%	53%	6%	52%	7%
Cohort Comparison		-64%				
08	2022					
	2019	58%	58%	0%	56%	2%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	69%	60%	9%	55%	14%
Cohort Comparison						
07	2022					
	2019	29%	35%	-6%	54%	-25%
Cohort Comparison		-69%				
08	2022					
	2019	63%	64%	-1%	46%	17%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	60%	51%	9%	48%	12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	72%	6%	71%	7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	64%	31%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	60%	38%	57%	41%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	33	31	26	38	33	21	47	50		
ELL	28	48	49	27	46	38	20	49	46		
ASN	79	62	70	80	75		76	95	87		
BLK	40	44	41	37	45	37	35	57	79		
HSP	60	52	40	55	57	56	58	72	82		
MUL	64	47	42	61	63	64	50	84	79		
WHT	69	57	45	71	67	62	65	86	88		
FRL	49	47	41	46	51	45	45	65	79		
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	19	30	26	21	24	25	18	38	50		
ELL	33	50	39	27	26	21	15	51	45		

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
ASN	82	82	50	68	46		67	95	79		
BLK	43	50	42	33	31	28	40	56	56		
HSP	55	50	30	50	31	23	46	69	67		
MUL	63	64	33	58	46	27	67	63	64		
WHT	69	53	40	62	37	29	64	81	79		
FRL	48	48	36	40	31	26	44	60	64		
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	22	35	29	29	43	38	25	45	73		
ELL	29	50	47	42	49	36	27	44	76		
ASN	72	69	82	88	65		67	80	96		
BLK	44	51	47	54	52	39	46	70	86		
HSP	61	58	43	64	57	48	56	81	85		
MUL	64	54		74	54		73	77	100		
WHT	74	64	46	82	66	57	75	89	94		
FRL	52	55	44	60	55	42	50	71	88		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FSA (FY19) VS FSA (FY22) - comparing FY22 proficiency data to pre-COVID FY19 proficiency data

ELA

6th Grade

FY19 (64) FY22 (59) Difference (-5)

7th Grade

FY19 (59) FY22 (61) Difference (2)

8th Grade

FY19 (58) FY22 (57) Difference (-1)

MATH

6th Grade

FY19 (69) FY22 (48) Difference (-21)

7th Grade

FY19 (29) FY22 (17) Difference (-12)

8th Grade

FY19 (63) FY22 (48) Difference (-15)

SCIENCE

FY19 (62) FY22 (54) Difference (-8)

CIVICS

FY19 (78) FY22 (74) Difference (-4)

ALGEBRA

FY19 (95) FY22 (87) Difference (-8)

GEOMETRY

FY19 (98) FY22 (98) Difference (0)

Based on the data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a necessary focus on mathematics and literacy that includes remediation of standards and foundational skills, while scaffolding instruction that meets the full intent

and rigor of the standards in all content areas. We will specifically focus on our ESSA identified subgroups of SWD and ELLs. SWD and ELL students will receive extra support by incorporating the co-teach model within all content areas and the direct instruction model for English-Language Arts and Mathematics. Strategies used for these subgroups include utilizing technology, small group, data chats, and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation-required assessments and not graduate from high school in a timely manner.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on data collected from progress monitoring and FY22 FSA results, two potential areas of concern are the proficiency of our SWD and ELL students in all content areas. Our focus is to diminish course failure and increase learning gains and achievement. FY22 FSA data shows the SWD sub-group is our greatest opportunity for improvement with student proficiency being the lowest of all sub-groups in ELA and Math. FY22 FSA data also indicates an opportunity for ELL growth in science and acceleration being the lowest subgroup in those categories.

FY22 SWD

ELA Achievement (21) Learning Gains (33) Learning Gains L25% (31)
 Mathematics Achievement (26) Learning Gains (38) Learning Gains L25% (33)
 Science Achievement (21)
 Civics Achievement (47)
 MS Acceleration (50)

FY22 ELL

ELA Achievement (28) Learning Gains (48) Learning Gains L25% (49)
 Mathematics Achievement (27) Math Learning Gains (46) Learning Gains L25% (38)
 Science Achievement (20)
 Civics Achievement (49)
 MS Acceleration (46)

Ensuring learning gains in Literacy and Mathematics for ESSA categorized subgroups will lead to an increase in achievement in all categories. Students who fall within our ESSA subgroups will be identified and progress monitored. They will receive additional support by utilizing the co-teach model to ensure accommodations and modifications are in place based on the individual needs of the students.

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

FY22 all students and teachers transitioned back to a traditional full time brick and mortar instructional model. Initially we experienced a lack of participation and engagement in classrooms. There was a significant increase in the need of social-emotional instruction based on behavior concerns across the board. Incoming 6th graders demonstrated a need to be re-taught appropriate school behaviors, and be given strategies to learn how to communicate and interact appropriately. FY22 was a transition period for all students to adjust to traditional school routines, procedures, and expectations.

Due to shifts in educational pedagogy caused by FY20 and FY21 virtual/hybrid learning mandates along with lingering concerns for social distancing, masking, and exposure tracking, opportunity for student centered collaboration and interaction was limited. FY22 instructional models still simulated a more isolated, lecture style of individual student assignments and assessments.

Students and teachers were still quarantined during FY22 causing extensive absences for both students

and teachers. Student and staff absences resulted in interruptions in instruction and support services. Vacancies were difficult to fill due to teacher and substitute shortages.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Comparing FSA results from FY22 to FY21, Woodlands Middle School has made significant growth back towards pre-COVID FY19 proficiency. FY22 FSA data indicated increases in the following categories when compared to FY21 results: ELA Achievement (+1), ELA L25% (+5), Mathematics Achievement (+7), Mathematics Learning Gains (+24), Mathematics Learning Gains L15% (+25), Science (+3), Civics (+3), and MS Acceleration (+13).

This significant growth in all subject areas resulted in an 80 point increase in our school grade, falling only 4% short of regaining our status of an "A" school grade. Most significant improvement among the FY22 FSA data was Mathematics Learning Gains and Mathematics Learning Gains L25%.

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

Standards Based Instruction was and will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies aligned to grade level standards and scaffolding are in place to support students who are not yet performing at the proficiency level. Our afterschool tutorial program through LEC Camp for ELL students increased learning gains and academic success for this sub-group. Additional tutoring before and after school for all students provided a review of material across all subject areas. Intentional effort was made to reach out to SWD for attendance at before and afterschool tutorials.

The co-teach model of instruction contributed to learning gains for ELL and SWDs. Students received extra support from a co-facilitator of instruction, which also allowed for more effective implementation of small group instruction in order to differentiate student needs and remediation. Targeted instruction was effective in individualizing instruction and providing a more intense and consistent method of monitoring student progress.

Effective Action Steps

1. Incorporate Small Group Instruction and aggressive monitoring of students to identify areas of weakness for targeted remediation.
2. PLCs allowing for collaboration and the collective analyzing of data to make data-driven decisions to improve student progress.
4. Remediation of standards-based instruction through formative assessment, bell-ringers, exit tickets, and aggressive monitoring techniques.

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

1. Scheduling

Students on an accelerated path of learning will be provided opportunity to be scheduled into accelerated math courses leading up to high school Algebra and Geometry credit classes. The availability of accelerated math courses has been expanded in 6th, 7th, and 8th grade. Accelerated science class opportunities in 6th, 7th, and 8th grade lead to high school credit Physical Science classes. The school's Master board was also expanded to include opportunities for high school credit Spanish and French, as well as special interests such as Holocaust studies and African American History courses.

2. PLCs

PLCs will focus on developing effective and relevant instruction through unpacking standards, analyzing data, developing standards-based lessons using vetted resources and materials from the District, sharing best practices, following/participating with the coaching continuum model, incorporate research-based strategies including but not limited to the Go-To Strategies, AVID Strategies, SEL Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching, and independent study.

3. Tutorials - Lowest 25% Learning Gains

Focus on a positive impact on learning gains by ensuring standards-based instruction and effective use of researched-based strategies and resources, ensuring student learning and improved student achievement towards grade level success. Early identification of our Lowest 25% will allow for ample tracking and support to influence growth.

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.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

A school based professional development team will schedule and facilitate school based professional development opportunities for staff taking place on professional development days and/or before/after school and/or during planning periods. School based professional development may include the following topics: SEL, Cambridge, AVID, RCA, ESP, SMARTboard, aggressive monitoring, collaborative student centered instruction, data chats, and CHAMPS. Opportunities for professional development may be scheduled through the district offerings, or directly through third-parties (i.e. AVID, RCA, Cambridge, etc.).

The Educator Support Program (ESP) provides intensive support to new teachers through a mentee/mentor structure. New teachers are paired with an experienced teacher to help transition to the teaching profession. The ESP coordinator supports the new teachers with monthly meetings and focus on the FEAPs and expectations for developing positive and engaging classroom experiences for students.

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

1. Small Group Differentiated Instruction-

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies are aligned to grade level standards

and scaffolds will be put in place to support students who are not performing at grade level. Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Mathematics. Data-driven differentiated instruction will be planned to meet the needs of all students. Students falling into out ESSA Subgroups will be monitored for progress and receive additional support by the co-teach model to ensure support of students' specific needs.

2. Increase in Student Engagement-

Student engagement is another area of focus that will be supported by SEL instruction during Mustang Meetings and through our RCA House System initiative. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies. AVID strategies for student collaborative opportunities will be utilized to increase student participation and student voice during

lessons. Professional development planned to assist teachers in the implementation of engagement strategies through SEL and RCA will be ongoing and modeled and explained during PLCs, faculty meetings, PD days.

3. Collaborative Planning with Academic Coaches and our Single School Culture Coordinator- Collaborative planning will consist of deliberate coaching, modeling, and guiding instructional expectations. The instructional expectations include data-driven instruction that scaffolds according to the needs of students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>When looking at the subgroup data over the last two years, our SWD population has the lowest achievement overall. Based on the Every Student Succeeds Act (ESSA) data our focus going forward needs to be on the overall performance of our Students with Disabilities (SWD).</p> <p>The following proficiency levels from FY22 FSA will determine the content areas of focus for the improvement of SWD performance: English Language Arts (proficiency was 21%), Mathematics (proficiency was 26%), Civics (proficiency was 47%) and Science (proficiency was 21%). Based on these data trends our focus will be to diminish course failure and increase learning gains in each content area by providing support to the students by focusing on foundational skills and scaffolding instruction with our co-teacher support system for content area classes. Focusing on SWDs academic improvement in all academic areas on all state assessments is in alignment with The School District of Palm Beach County's Strategic Plan for academic excellence and growth by ensuring that all children attain the required skills and knowledge for future success, and each child is continuously growing to fulfill their individual capabilities and aspirations.</p>
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Measurable**Outcome:****State the****specific****measurable****outcome the****school plans****to achieve.****This should****be a data****based,****objective****outcome.****Monitoring:****Describe****how this****Area of****Focus will****be****monitored****for the****desired****outcome.****Person****responsible****for****monitoring****outcome:****Evidence-****based****Strategy:****Describe the****evidence-****based**

By FY23, we will improve the SWD sub-group by 5% proficiency for each of the following assessments: ELA, Mathematics, Science, and Civics. Increasing proficiency by 5% will surpass pre-COVID FY19 proficiency for each of the above listed content areas. Minimum SWD proficiency for each assessment is as follows: ELA 26%, Mathematics 31%, Civics 52%, and Science 26%.

We will be monitoring the desired outcome by focusing on USAs, FSQs, PM1, and PM2 data trends. In PLC meetings we will discuss remediation for any standard needing additional support. Progress Monitoring data from the FAST assessment PM1 and PM2 will provide a clear understanding of SWD progress prior to PM3.

Jenifer Kuras (jenifer.kuras@palmbeachschools.org)

Through a focused approach to planning, instructing, supporting, assessing, and monitoring all students, the overall performance of all content areas will increase. Utilization of the co-teach model of instruction in all content areas to support students at various levels of performance will provide all students (especially the lowest 25%, ESE, and ELLs) with learning gains over the previous year.

**strategy
being
implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

Based on our needs to improve the performance of the targeted student's proficiency, small group instruction provided through the co-teach model of instruction will support students at their present levels and provide teachers with an opportunity to differentiate to meet the needs of all students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Civics- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. iCivics will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups.

Person

Responsible

Sharese Gillard (sharese.gillard@palmbeachschools.org)

Science- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. An increased focus on vertical articulation will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups.

Person

Responsible

Dawn Hartman (dawn.hartman@palmbeachschools.org)

Math- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. iXL will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups.

Person

Responsible

Justin Sallenbach (justin.sallenbach@palmbeachschools.org)

ELA- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. Reading Plus will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups.

Person

Responsible

Sharese Gillard (sharese.gillard@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Focusing on standards-based instruction will increase learning gains in school-wide Math proficiency, and increase student learning gains to ensure overall student improvement in mathematics on state assessments. This area of focus is in alignment to The School District of Palm Beach County's Strategic Plan for academic excellence and growth ensuring all students engage in teaching and learning that results in academic excellence. Due to expanding opportunities for math acceleration in Algebra and Geometry, data in regular mathematics is skewed toward reflecting students needing remedial math instruction as proficient students are accelerated into advanced math courses.</p> <p>The data components which show the need for improvement in math:</p> <p>Math 6th Grade FY19 (69) FY22 (48) Difference (-21)</p> <p>7th Grade FY19 (29) FY22 (17) Difference (-12)</p> <p>8th Grade FY19 (63) FY22 (48) Difference (-15)</p>
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

By FY23, we will increase proficiency of mathematics in each grade level by 10%. Minimum proficiency on FY23 FAST PM3 assessment will be 6th: 58%, 7th: 27%, 8th: 58%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will be monitoring the desired outcome by focusing on USAs, FSQs, PM1, and PM2 data trends. In PLC meetings we will discuss remediation for any standard needing additional support. Progress Monitoring data from the FAST assessment PM1 and PM2 will provide a clear understanding of progress prior to PM3.

Person responsible for monitoring outcome:

Jenifer Kuras (jenifer.kuras@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-

A targeted model of instruction will be implemented to differentiate the instructional needs of students. A co-teach model of instruction will support all students, specifically our SWD and ELLs . The co-teach learning environment will support specific adaptations and differentiated instruction for each student.

1. Incorporate small group instruction to support student learning.

based strategy being implemented for this Area of Focus.

2. Math teachers will use iXL to enhance students' ability to integrate knowledge and for remediation of basic math skills.
3. PLCs will provide opportunity for collaboration and developing data-driven instruction for all students.

Rationale for Evidence-

based

Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Targeted instruction is effective because teaching is focused on individual student needs and provides an intense and consistent method of monitoring student progress.

1. Incorporate small groups and aggressively monitoring students will identify areas of weakness for targeted remediation. Teachers will utilize FSQs, USAs, FAST PM1 and PM2, as well as question analysis to prepare students for FAST PM3.
2. iXL is a valuable resource to increase student achievement. Learning Gains have increased with use of this program. Remediation is essential in standards-based instruction.
3. PLCs allow teachers to work collaboratively to analyze data and to make data-driven decisions to improve student progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate Small Group Instruction
 - a. Utilize data from USAs and FSQs for student grouping
 - b. Small group instruction will include remediation of skills and weaknesses indicated on FSQs and USAs
 - c. Teachers will conduct data-chats to reflect on weaknesses and make goals for growth
2. iXL
 - a. teachers will receive professional development to implement iXL effectively in the classroom
 - b. teachers will collaboratively plan and analyze iXL data
 - c. teachers will align iXL assignments to the focus standard of the district scope and sequence
3. PLCs and Professional Development
 - a. PLC teams will develop a schedule
 - b. PLCs will conduct data driven discussions
 - c. PLCs will collaborate to follow the district scope and sequence
 - d. PLCs will collaborate to learn the new BEST standards and Math curriculum

Person

Responsible

Justin Sallenbach (justin.sallenbach@palmbeachschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Focusing on standards-based instruction will increase learning gains in school-wide ELA proficiency, and increase student learning gains to ensure overall student improvement in ELA on state assessments. This area of focus is in alignment to The School District of Palm Beach County's Strategic Plan for academic excellence and growth ensuring all students engage in teaching and learning that results in academic excellence.

The data components which show the need for improvement in ELA:

ELA
 6th Grade
 FY19 (64) FY22 (59) Difference (-5)

 7th Grade
 FY19 (59) FY22 (61) Difference (2)

 8th Grade
 FY19 (58) FY22 (57) Difference (-1)

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By FY23, we will increase proficiency of ELA in each grade level by 5%. Minimum proficiency on FY23 FAST PM3 assessment will be 6th: 64%, 7th: 66%, 8th: 62%. The indicated minimum scores will surpass pre-COVID FY19 proficiency scores.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will be monitoring the desired outcome by focusing on USAs, FSQs, PM1, and PM2 data trends. In PLC meetings we will discuss remediation for any standard needing additional support. Progress Monitoring data from the FAST assessment PM1 and PM2 will provide a clear understanding of progress prior to PM3.

Person responsible for monitoring outcome:

Jenifer Kuras (jenifer.kuras@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

A targeted model of instruction will be implemented to differentiate the instructional needs of students. A co-teach model of instruction will support all students, specifically our SWD and ELLs. The co-teach learning environment will support specific adaptations and differentiated instruction for each student.

1. Incorporate small group instruction to support student learning.
2. ELA teachers will use Reading Plus to enhance students' ability to integrate knowledge and for remediation of basic literacy skills.
3. PLCs will provide opportunity for collaboration and developing data-driven instruction for all students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

Targeted instruction is effective because teaching is focused on individual student needs and provides an intense and consistent method of monitoring student progress.

1. Incorporate small groups and aggressively monitoring students will identify areas of weakness for targeted remediation. Teachers will utilize FSQs, USAs, FAST PM1 and PM2, as well as question analysis to prepare students for FAST

Describe the resources/criteria used for selecting this strategy.

PM3.

2. Reading Plus is a valuable resource to increase student achievement. Learning Gains have increased with use of this program. Remediation is essential in standards-based instruction.

3. PLCs allow teachers to work collaboratively to analyze data and to make data-driven decisions to improve student progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate Small Group Instruction
 - a. Utilize data from USAs and FSQs for student grouping
 - b. Small group instruction will include remediation of skills and weaknesses indicated on FSQs and USAs
 - c. Teachers will conduct data-chats to reflect on weaknesses and make goals for growth
2. Reading Plus
 - a. teachers will receive professional development to implement Reading Plus effectively in the classroom
 - b. teachers will collaboratively plan and analyze Reading Plus data
 - c. teachers will develop incentive for student completion of Reading Plus assignments
3. PLCs and Professional Development
 - a. PLC teams will develop a schedule
 - b. PLCs will conduct data driven discussions
 - c. PLCs will collaborate to follow the district scope and sequence
 - d. PLCs will collaborate to learn the new BEST standards and StudySync ELA curriculum

Person Responsible Sharese Gillard (sharese.gillard@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Woodlands Middle School is dedicated to creating a culture that ensures a safe and supportive climate that meets the needs of all students and families. Building a culture with high expectations and collaboration instills the belief in Woodlands Middle School's Mission Statement. Promoting shared decision-making and soliciting feedback from teachers, students, families, and stakeholders is essential in building relationships to enhance the programs and accessibility for all students to succeed and maintain a high level of performance academically, emotionally, and socially.

Students are immersed in rigorous tasks encompassing the full intent of the Florida BEST Standards and content required by Florida State Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas.

In alignment with School Board 2.09 and Florida State statute 1003.42, Woodlands highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to: art expos of different cultures, music studies of different eras and countries, and our library media selection is filled with books related to the variety of cultures.

Our students focus on content and curriculum related to:

- The History of the Holocaust (Holocaust Studies Course, 6th-8th Social Studies, & SEL Mustang Meetings)
- The History of Black and African Americans (African American History Honors course, 6th-8th Social Studies, & SEL Mustang Meetings)
- The Contributions of Latino and Hispanics (Latinos In Action course, 6th-8th Social Studies, & SEL Mustang Meetings)
- The Sacrifices of Veterans and Medal of Honor recipients within US History (6th-8th Social Studies & SEL Mustang Meetings)

Woodlands Middle School integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents and stakeholders. 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 implementing school improvement strategies that contribute to the positive school culture and environment.

Woodlands Middle School implements several school improvement strategies that impact the positive school culture and environment on campus. Our school implements daily social and emotional learning activities through Mustang Meetings for all students. Additionally, our school is piloting the Ron Clark Academy House system as part of our SEL initiative. The RCA House System builds school community and an inclusive environment for all students and staff. Our staff has received stage 4 professional development for the Welcoming and Inclusive Schools implementation through the multicultural department. Our School-wide Positive Behavior System (SwPBS) implements Mustang PRIDE and Character Counts recognition programs for students and staff. Woodlands Middle School also implements Advancement Via Individualized Determination (AVID) school-wide strategies and an AVID elective course to promote college and career readiness.

Actions outlined above clearly support the Palm Beach County Strategic Plan: creating a student focused culture by increasing student voice and choice in educational experiences and increasing family engagement in supporting student success. Woodlands Middle School is a supportive and fulfilling environment with learning conditions that meet the needs of all students. Our staff is confident in their role to impact student success through building positive connections and a culture that values trust, respect, and high expectations.

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

Stakeholders play a key role in school performance and addressing equity. 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, local churches, community outreach groups, and business partners.

In order to build positive relationships with parents, families, and other community stakeholders, Woodlands Middle School will facilitate SAC, PTSO, Curriculum Night/Open House, Academy Showcases, and Student Recognition Ceremonies. Community Language Facilitators and translation resources are made available to assist connecting with parents/family with limited English proficiency. Our business partners and our school create a mutually beneficial partnership based on the needs of the school. In exchange for recognition by the school, appreciation events, communication of school activities, etc, the business partner

will donate or offer discounted goods or services. The positive and inclusive relationship built with these family and community connections benefits the school and contributes to promoting a positive culture and environment at Woodlands.

The Academic School Leadership Team, facilitated by the principal, conducts weekly meetings to identify student needs and make recommendations for resource allocation and student programming. The Leadership Team consists of the principal, assistant principals, single school culture coordinator, guidance representative, ESE coordinator, ESOL coordinator, testing coordinator, School Resource Officer, and school deans. The Leadership Team also monitors student progress and inventory of resources. In addition, the School Advisory Council, facilitated by the School Board Advisory Council Chairperson, meets monthly to discuss school-wide student performance and make collective decisions for the use of SAC funds to supplement the available classroom resources. The SAC voting team members consists of parents and school staff that demographically represent the school and SAC zone.

The school ensures social and social-emotional needs by implementing a comprehensive school counseling program, including individual and group counseling. Our school counseling program consists of school counselors, ESOL counselor, school behavioral health professional, and community counseling partnerships. Daily SEL Mustang Meetings are organized by the school's SEL Lead and delivered school-wide by all teachers. The connections built between teachers and students during Mustang Meetings has build trust and increased positive relationships between students and adults.

The school implements the Advancement Via Individualized Determination (AVID) school-wide strategies and elective classes to promote college and career readiness. The AVID coordinator, AVID elective teachers, and AVID team members organize school-wide professional development and events to promote infusing academic success into our school culture. Additionally through AVID, the school maintains community-based partnerships that conduct seminars, job coaching, offer resources, and support collaboration with our Information Technology, Culinary, and Pre-Medical programs as well.