

Polk County Public Schools

# Westwood Middle School



## 2022-23 Schoolwide Improvement Plan

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# Westwood Middle School

3520 AVENUE J NW, Winter Haven, FL 33881

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

## Demographics

**Principal: Ronda Cotter**

Start Date for this Principal: 7/18/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: D (39%) 2018-19: C (46%) 2017-18: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	CSI

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Polk County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Westwood Middle School

3520 AVENUE J NW, Winter Haven, FL 33881

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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

**Beliefs:**

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

### School Leadership Team

**Membership**

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
Bennett, Todd	Principal	Common Planning Instructional Materials Finance (Budget and Internal Accounts) Supplies and Equipment Faculty Committees Student Activities/Awards Campus Supervision Extra-Curricular Activities Fund Raisers Technology Staffing and Personnel Instructional Observations & Assessments School Advisory Council/School Improvement Plan Staff Development School Plant Management Plan and coordinate school-wide Professional Development Coordinate Training in Learning Communities Plan and coordinate regular Student/Teacher recognition
Campbell, Russ	Assistant Principal	Common Planning(History, ESE, and Electives) Discipline Director School Plant Management Maintenance (work orders) Use of Facilities Custodial Staff, Services, and Supplies Energy Conservation Disaster Plans Property Records-Inventory Campus Supervision, Supervision of School Activities Duty Assignments Safety and Security Emergency Plans Extra-Curricular Activities Instructional Observations & Assessments Non-Instructional Observations & Assessments Alternative Ed Programs Additional duties as assigned by Principal
Richard-Jones, Anjanette	Reading Coach	Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for

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

Name	Position Title	Job Duties and Responsibilities
		<p>assist with development of district learning schedules and assessments as needed. All other duties as assigned by the principal.</p>
Nicholson, Marissa	Math Coach	<p>Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. Support teachers in planning instruction to meet the needs of all students through differentiated instruction. Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Help teachers understand state and district mandates and how these mandates support student achievement. Provide support for school-based professional development to build the school's training capacity. Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. Provide follow-up support at the school level for district professional development in assigned content area. Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study</p>

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

Name	Position Title	Job Duties and Responsibilities
		<p>Provide support for school-based professional development to build the school's training capacity.</p> <p>Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p> <p>Provide follow-up support at the school level for district professional development in assigned content area.</p> <p>Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.</p> <p>Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.</p> <p>Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</p> <p>Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.</p> <p>All other duties as assigned by the principal.</p>
Joseph, Shantal	Science Coach	<p>Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</p> <p>Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>Assist content area teachers in planning instruction and</p>

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

Name	Position Title	Job Duties and Responsibilities
		<p>assessments as needed. All other duties as assigned by the principal.</p>
Jackson, Jennifer	Assistant Principal	<p>Common Planning (Math, Science and ELA) Master Schedule Scheduling of Students Substitute Teachers Interns Automated Grade Reporting Educational Research Staff Development &amp; In-service Records Guidance Supervisor Instructional Materials Selection Beginning Teacher Requirements Mentor New Teachers Instructional Observations &amp; Assessments FTE Accounting Lesson Plans Grade Distributions Extra-Curricular Activities Coordinator of Standardized Testing Campus Supervision PBIS Team Leader Input staff Professional Development Points Coordinate and serve as a liaison for the Pre-Academies Plan Parent Nights/Open House/Title I/Family Nights (Events) Additional Duties as assigned by Principal.</p>
Smith, Javon	Assistant Principal	<p>Discipline Campus Supervision Discipline Reports PBIS Implementation Coordinate and develop student clubs Mentor New Teacher Program Manage Bridge Program Additional Duties as assigned by Principal</p>

### Demographic Information

#### Principal start date

Saturday 7/18/2015, Ronda Cotter

**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.*

1

**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.*

17

**Total number of teacher positions allocated to the school**

39

**Total number of students enrolled at the school**

859

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

2

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

4

### 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	321	274	278	0	0	0	0	873
Attendance below 90 percent	0	0	0	0	0	0	101	130	141	0	0	0	0	372
One or more suspensions	0	0	0	0	0	0	112	88	100	0	0	0	0	300
Course failure in ELA	0	0	0	0	0	0	2	9	17	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	2	9	17	0	0	0	0	28
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	139	130	139	0	0	0	0	408
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	162	145	130	0	0	0	0	437
Number of students with a substantial reading deficiency	0	0	0	0	0	0	43	34	16	0	0	0	0	93

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	156	163	189	0	0	0	0	508

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	0	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	4	2	0	0	0	0	6

Date this data was collected or last updated

Wednesday 7/13/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	170	207	171	0	0	0	0	548

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	3	10	11	0	0	0	0	24

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	170	207	171	0	0	0	0	548

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	3	10	11	0	0	0	0	24

## 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	25%	40%	50%				28%	48%	54%
ELA Learning Gains	38%						47%	52%	54%
ELA Lowest 25th Percentile	30%						52%	48%	47%
Math Achievement	22%	34%	36%				30%	50%	58%
Math Learning Gains	39%						43%	50%	57%
Math Lowest 25th Percentile	49%						46%	48%	51%
Science Achievement	19%	40%	53%				22%	44%	51%
Social Studies Achievement	72%	49%	58%				65%	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	2022					
	2019	26%	48%	-22%	54%	-28%
Cohort Comparison						
07	2022					
	2019	27%	42%	-15%	52%	-25%
Cohort Comparison		-26%				
08	2022					
	2019	31%	48%	-17%	56%	-25%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	22%	47%	-25%	55%	-33%
Cohort Comparison						
07	2022					
	2019	27%	39%	-12%	54%	-27%
Cohort Comparison		-22%				
08	2022					
	2019	19%	35%	-16%	46%	-27%
Cohort Comparison		-27%				

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	22%	41%	-19%	48%	-26%
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	66%	70%	-4%	71%	-5%
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	80%	50%	30%	61%	19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	53%	-53%	57%	-57%

### 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	9	27	23	11	35	42	2	38			
ELL	19	39	35	17	39	51	12	65	33		
BLK	20	35	24	16	34	38	10	72			
HSP	25	38	34	22	42	51	23	70	45		
MUL	40	36		21	29						
WHT	31	41	36	31	46	67	23	76	81		
FRL	24	36	29	20	38	48	17	71	51		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	28	23	12	18	33	9	41			
ELL	17	34	43	14	16	29	7	71	43		
BLK	22	31	37	15	24	33	16	59	41		

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
HSP	25	36	30	17	16	29	20	71	41		
MUL	29	23		36	38						
WHT	25	31	32	23	26	33	40	63	53		
FRL	24	32	31	17	21	28	24	68	48		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	41	49	14	41	43	8	38			
ELL	13	46	53	13	42	48	7	49			
BLK	25	42	43	26	43	40	20	61	75		
HSP	27	47	58	28	41	53	15	60	75		
WHT	33	50	60	37	44	36	38	79	85		
FRL	28	47	54	28	41	44	20	64	77		

### 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)	CSI
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	47
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	32
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	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	48
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?**

We saw gains in learning gains for ELA and Math, BQ 25 Math, Civics, and Acceleration. We saw declines in BQ25 in ELA and Science.

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

BQ 25% ELA, Proficiency in ELA, Math, and Science.

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

Attendance, Progress monitoring data did not match the FSA data. The progress monitoring data was much higher than the actual performance of the FSA.

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

The areas with the most improvement were math learning gains (18 point increase) , and math BQ 25 (16 point increase)

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

Collaborative planning, Data-Driven small group instruction, student data chats.

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

Learning Arc will be created, Aligning benchmarks to objectives and student tasks.

#### **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.**

Teachers will be trained how to create and build a Learning Arc for each Standard / Objective. Teachers will work together collaboratively with instructional coach and administrative support to create the Learning Arc so that standards / benchmarks align to objectives and student tasks .

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

The systems of collaboration through planning ensure that the Westwood Middle School will be able to sustain growth.

### Areas of Focus

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

:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>One area of focus for WMS is teaching literacy across all content areas. Teaching literacy across all content areas ensures students are exposed and engaged in reading, writing, and speaking on a daily basis. A literacy focus in all subjects allows students to engage in effective strategies to get students to think about, write about, read about, and talk about the content presented. Teaching literacy across all contents was identified as a critical area of need for the students of WMS after a review of 2 years on low performance on the district progress monitoring STAR Reading and District Quarterly Assessments. In addition, due to the FLDOE guidelines requiring students to earn growth on BEST Progress Monitoring to make a learning gain as evidenced on BEST ELA scores.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>WMS desired outcome of implementing teaching literacy across all content is that 50% of all students and students in the BQ25 and all subgroups will earn learning gains as evidenced in STAR Reading, District Quarterlies and BEST Assessments.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>WMS Area of Focus will be monitored using formative and summative assessments, district quarterly assessments, small/teacher led groups, as well as teacher and student data chats. .</p>
<b>Person responsible for monitoring outcome:</b>	<p>Anjanette Richard-Jones (anjanette.richard@polk-fl.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>Error Analysis- is an instructional strategy that helps students to retain their learning by being presented a problem statement with the steps taken to reach a solution.</p> <p>Tiered Purpose 1,2,3 Reading Strategy (annotating the text)- the Purpose 1,2,3 strategy provides students with a structure to attack the passage. It is any action that deliberately interacts with a text to enhance the reader's understanding of, recall of and reaction to the text.</p> <p>Tiered 1 - AVID - high level 2s to level 5 students</p>

**implemented for this Area of Focus.**

Tiered 2 - Intensive Reading/Achieve Reading  
 Tiered 3 - Intensive/ESOL Students/Corrective Reading

Close Reading- The Close Reading strategy asks students to carefully and purposefully read and reread a text. When students "close read", they focus on what the author has to say, what the author's purpose is, what the structure of the text tells us.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

The use of these strategies listed above created learning gains as evidenced by the 2021-2022 FSA data.

**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.

Collaborative planning groups are held weekly to train teachers to use the Learning Arc to develop benchmark based lesson plans that align objectives and student tasks to BEST benchmarks.

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

Teachers are provided PD and weekly training in teaching literacy strategies (Purpose 1,2,3 and Small Group Instruction) throughout the year to use school wide across contents.

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

Lesson plans are differentiated based on formative/summative and District Quarterly Assessments, and they are used to adapt small group Literacy strategies across all content areas.

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

Provide laptops and iPads for target data driven and skill-based learning small groups.

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

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

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

Student data from the 2021-2022 school year shows that less than half of our students are proficient in Language Arts (6th 27%, 7th 22%, 8th 23%) according to Spring FSA data and Math (6th 14%, 7th 24%, 8th 14%) according to Spring FSA data. In addition, only 19% of our students are proficient in Science. Research indicates that effective core instruction should meet the needs of 80% of the student body therefore we plan to improve the core benchmark-based instruction that our students receive in all core content areas.

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

We will increase the number of proficient students in ELA, Math and Science by 7% by ensuring that benchmark-based instruction being implemented in every classroom. We will increase learning gains in ELA and Math by 10%.

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

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

**Person responsible for monitoring outcome:**

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

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

All students will be instructed and assessed in a small group setting. Groups will be built using data from teacher made assessments, STAR Assessments, Module Assessments, Quarterly Assessments, and FSA scores. Teachers will collaboratively plan for the use of small group instruction. Each group will have defined roles, expectations, and deliverables for each day. The teacher will work to scaffold and remediate through teacher lead group daily using data from the sources listed above.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This approach to learning centers on small group instruction created using STAR Data/ Progress Monitoring Data and student class work. A teacher-led group will consist of students who need remediation for a specific skill or benchmark. Data will be assessed as new data sets become available.

**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.

Create a lesson plan template that addresses purposeful planning of small group instruction.

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

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

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

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

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

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

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

The instructional coach and an administrator will collaboratively plan with teachers to create Learning Arcs that will align Standards / Benchmarks to objectives and student tasks so that the creation of standards-based lesson plans increase student outcomes.

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

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

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

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

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

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

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

**#3. Positive Culture and Environment specifically relating to Early Warning Systems**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Students who are chronically absent from class due to attendance or discipline do not show learning gains or proficiency. Therefore, this area was identified as a critical need after reviewing the prior year's data; (....)</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>Students at Westwood Middle School will have a 95% attendance rate for the year 2022-2023. We will continue to focus on our SWD, ELL and A/A subgroups to monitor their growth progress through tools such as Performance Matters, STAR and Quarterly Assessment data.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>After each unexcused absences parents/families will begin receiving system generated calls. Parents/families will receive teacher phone calls after three unexcused absences. At ten unexcused absences Parents/Families will be contacted by the school's social worker and documentation of truancy.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Russ Campbell (russ.campbell@polk-fl.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>We will be using CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) a guide that teachers can use to build and implement a proactive and positive approach to classroom management. Positive Behavior Intervention Systems (PBIS) which is a school-wide discipline system for creating positive school environments through the use of proactive strategies that define, teach, and reinforce appropriate behaviors, attendance tracking used to help monitor our students who were present for each of their classes. Response to Intervention (Behavior) System (RTiB) a free online system for Florida schools used to record classroom/office referrals for student behavior. The</p>

**implemented for this Area of Focus.**

database can generate graphs to assist the school leadership team with problem identification and analysis, intervention development and progress monitoring.

**Rationale for Evidence-based****Strategy:****Explain the****rationale for selecting****this specific strategy.****Describe the resources/****criteria used****for selecting this****strategy.**

The resources that are used for selecting this strategy are based upon school wide systems/ common classroom structures and procedures which are put in place to reduced discipline incidents in classrooms and other major concern areas around the school campus. Additional criteria is also based on RTiB system and Performance Matter data which the School Leadership Team analysis to determine further actions.

**Action Steps to Implement**

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.

Teach attendance procedures and expectations to teachers and students, and provide incentives for student who have above a 90% attendance rate per quarter.

**Person****Responsible**

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

Teach PBIS procedures and expectations to teachers and students and provide incentives for students who receive less than 2 Office Discipline referrals per quarter.

**Person****Responsible**

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

Teach CHAMPS procedures to teachers and students.

**Person****Responsible**

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

Instruct, implement, and manage RTiB systems.

**Person****Responsible**

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

Review data from RTiB system and attendance monthly.

**Person****Responsible**

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

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

N/A

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

N/A

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

N/A

## **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.**

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

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

The following stakeholders promote a positive culture and environment for Westwood Middle School: SAC is a school-based group intended to represent the school, community, and those persons closest to the students. The group shares responsibility for guiding the school toward continuous school improvement. SAC Assists in the preparation and evaluation of results of the school improvement plan and to assist the Principal with the annual school budget. Additional, the SAC receives funds to be used and the discretion of the council. A portion of the money should be used for implementing the school improvement plan.