Westpine Middle School

2022-23 Schoolwide Improvement Plan

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Westpine Middle School

9393 NW 50TH ST, Sunrise, FL 33351

[no web address on file]

Demographics

Principal: Christopher Johnson

Start Date for this Principal: 9/26/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
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: C (53%) 2018-19: C (53%) 2017-18: C (52%)
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 Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Westpine Middle School

9393 NW 50TH ST, Sunrise, FL 33351

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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	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

We will provide a safe, creative, and challenging learning environment that consists of numerous curricular and extra-curricular opportunities for our students.
We will provide an environment that prepares our students for the future by instilling 21st century learning skills and embedding opportunities for students.
We will offer a positive and caring school culture that will encompass an environment in which teachers help mentor students throughout the middle school experience.
We will foster professional development, teacher collaboration, and teacher input to attain maximum achievement for our students and school.
We will promote a culture that offers various academic opportunities that will guide students in their pursuit of post-secondary career goals.
We will offer a collaborative community environment that will allow teachers, students, administration, parents and other stakeholders to work together on the various facets of the middle school experience.

School Leadership Team

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

Demographic Information

Principal start date
Monday 9/26/2022, Christopher Johnson

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.*
2

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.*

6

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

912

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

13

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

10

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	342	366	339	0	0	0	0	1047
Attendance below 90 percent	0	0	0	0	0	0	25	40	25	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	10	6	4	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	80	73	48	0	0	0	0	201
Course failure in Math	0	0	0	0	0	0	29	29	70	0	0	0	0	128
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	50	59	51	0	0	0	0	160
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	53	45	65	0	0	0	0	163
Number of students with a substantial reading deficiency	0	0	0	0	0	0	130	158	147	0	0	0	0	435

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	107	125	117	0	0	0	0	349

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	6	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	4	1	1	0	0	0	0	6

Date this data was collected or last updated

Thursday 9/1/2022

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	342	366	339	0	0	0	0	1047
Attendance below 90 percent	0	0	0	0	0	0	25	40	25	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	10	6	4	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	80	73	48	0	0	0	0	201
Course failure in Math	0	0	0	0	0	0	29	29	70	0	0	0	0	128
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	50	59	51	0	0	0	0	160
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	53	45	65	0	0	0	0	163
Number of students with a substantial reading deficiency	0	0	0	0	0	0	130	158	147	0	0	0	0	435

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	107	125	117	0	0	0	0	349

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	6	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	4	1	1	0	0	0	0	6

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	342	366	339	0	0	0	0	1047
Attendance below 90 percent	0	0	0	0	0	0	25	40	25	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	10	6	4	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	80	73	48	0	0	0	0	201
Course failure in Math	0	0	0	0	0	0	29	29	70	0	0	0	0	128
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	50	59	51	0	0	0	0	160
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	53	45	65	0	0	0	0	163
Number of students with a substantial reading deficiency	0	0	0	0	0	0	130	158	147	0	0	0	0	435

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	107	125	117	0	0	0	0	349

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	6	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	4	1	1	0	0	0	0	6

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	44%	54%	50%				51%	57%	54%
ELA Learning Gains	51%						48%	57%	54%
ELA Lowest 25th Percentile	42%						38%	48%	47%
Math Achievement	42%	41%	36%				54%	60%	58%
Math Learning Gains	59%						52%	58%	57%
Math Lowest 25th Percentile	51%						42%	49%	51%
Science Achievement	42%	52%	53%				45%	49%	51%
Social Studies Achievement	68%	63%	58%				73%	71%	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	57%	57%	0%	54%	3%
Cohort Comparison						
07	2022					
	2019	39%	55%	-16%	52%	-13%
Cohort Comparison		-57%				
08	2022					
	2019	51%	59%	-8%	56%	-5%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	59%	58%	1%	55%	4%
Cohort Comparison						
07	2022					
	2019	43%	53%	-10%	54%	-11%
Cohort Comparison		-59%				
08	2022					
	2019	33%	45%	-12%	46%	-13%
Cohort Comparison		-43%				

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	26%	43%	-17%	48%	-22%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	71%	-2%	71%	-2%

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	89%	61%	28%	61%	28%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

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	20	43	44	18	44	40	22	39	79		
ELL	29	43	36	35	52	31	28	64	75		
ASN	83	78		72	79		72	83	92		
BLK	40	49	44	38	58	53	36	66	72		
HSP	41	45	35	43	55	37	43	65	74		
MUL	59	69		53	58		62		67		
WHT	52	56	33	49	63	50	49	77	87		
FRL	38	47	41	35	53	46	38	64	69		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	26	19	20	19	14	19	40			
ELL	36	39	35	26	17	6	15	53	55		

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	71	60		67	40						
BLK	42	37	22	36	21	17	29	56	57		
HSP	45	37	27	38	20	18	39	67	54		
MUL	60	33		52	27			65	45		
WHT	50	43	32	43	21	5	48	56	61		
FRL	43	35	18	35	21	15	31	56	54		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	38	29	31	46	34	23	56			
ELL	35	42	36	45	57	54	31	54	81		
ASN	60	57	20	72	57		73		92		
BLK	46	45	36	49	50	38	42	72	69		
HSP	56	52	42	53	53	42	38	71	79		
MUL	79	71		89	59		91	82	100		
WHT	56	48	42	61	58	59	43	73	65		
FRL	47	48	37	49	51	39	40	71	74		

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	514
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	80
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	51
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	48
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	61
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	57
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	47
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?

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

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

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

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

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

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

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

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

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

Based on the EWS data from Part 1, the primary concern is the number of students who have failed an ELA & Math core course. If student performance on the FSA state assessment is correlated to how well students master the State Standards, then our instructional attention is to decrease the number of students who are failing the core ELA & Math course (not mastering standards.) Reason and logic leads us to hypothesize that if we can decrease the course failing rate, then we can increase the FSA proficiency rate.
Secondly, the number of students scoring level 1 on the state assessment is a huge concern. Our goal is to move those students to proficiency or at least show a years worth of growth in the form of a learning gain.
Both of these areas of concern can be minimized with a strong emphasis on prescriptive instructional practices for an identified population of student, progress monitoring, ELO opportunities and mentoring.

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

The strategies that will be implemented in order to accelerate learning include the incorporation of Read 180 and Systems 44 to increase proficiency rates across the areas of focus. Additionally, we will provide extra support in the form of Elementary and Secondary School Emergency Relief coaches in the area of Literacy and conduct data chats with students to empower them to take personal responsibility for monitoring their progress.

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

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

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

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

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	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Although gains and growth continue to be made in literacy on the F.A.S.T. academic goals are not being met by our lowest 25% quartile.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 53% of the students at Westpine Middle School will meet or exceed a score of level 3 or higher on the o Florida Assessment of Student Thinking.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring will occur in the form of the following: - A district-mandated assessment called Growth Measure for Reading skills, standards, and levels is given 3 times a year. - Quarterly writing assessments - Quarterly Common Formative Assessments (CFAs) from Unit tests from the Into Literature textbook - BSA and FAST testing - For reteaching and reinforcement, students will be assigned lessons in either NewsELA and CPALMS.
Person responsible for monitoring outcome:	Christopher Johnson (christopher.johnson@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Theory of Action: It is a connected set of propositions, a logical chain of reasoning that explains how change will lead to improved practices. It "connects the dots" explaining in a commonsense way which features are expected to produce results that lead to the final desired outcome. Through "if... then..." statements the leadership team can effectively monitor student and teacher growth through a logical sequence of events. All members of the leadership team have created a Theory of Action to help reach the desired outcome for their departments.
Rationale for Evidence-based Strategy: Explain the rationale for	For those who struggle to read, there is a risk that the main purpose of being able to read becomes lost. The desired outcome is that children not only can read, but want to read. For this reason, reading needs to be motivating and meaningful. Metacognition is an important

<table>
<tr>
<td>selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.</td>
<td>aspect of the learning experience. The goal of intervention is that the child becomes a constructive learner, learns how to learn and becomes a self-regulated learner. A student with a good grasp of oral language will need less work on vocabulary development, while a student with difficulties with phonological processing, word reading and spelling will need more work on phonics, decoding and word study. Content area teachers ensure that all students get a broad and balanced curriculum, while also targeting the key areas of need.
Students who have literacy difficulties will benefit from whole-class work and activities, along with differentiated instruction.</td>
</tr>
</table>

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. All content are teachers will participate in ongoing literacy professional development.
2. The Literacy Coach and the ESSER coach will work in conjunction to provide support by modeling reading providing writing strategies to improve classroom instruction.
3. Student will be instructed based on their ability and provide rigorous environment.
4. Teachers will participate standard-based lesson plan training.
5. All level 1 and 2 students with a phonemic awareness deficit will be placed in a System 44 classes.
6. Administration, Department Leaders, and Coaches will monitor through walkthroughs.

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

#2. 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.	The area of focus for 2022-2023 is Students with Disabilities. Based on the ESSA data report and statewide assessments 35% of SWD have reached achievement levels in ELA. At times, SWD are taught a basic functional approach to literacy, which inhibits their ability for higher-level reading and writing skills. Students need additional support with how to interact with text and build vocabulary. After collaborating with teachers, and support staff, we identified the following critical needs areas: explicit instruction; scaffolding and feedback approaches that will help students become more active, strategic readers; reciprocal teaching; placing more students in small groups for individualized instruction and continuous progress monitoring to determine if interventions are effective and guide instructional decisions or changes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 42% of Students with disability students will make a learning gain on the Florida Assessment of Student Thinking.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored by using: School based assessments Progress reports Report cards Benchmark assessments
Person responsible for monitoring outcome:	Christopher Johnson (christopher.johnson@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being	Theory Of Action A theory of action is a connected set of propositions, a logical chain of reasoning that explains how change will lead to improved practices. It "connects the dots" explaining in a commonsense way which features are expected to produce results that lead to the final desired outcome. Through "if... then..." statements the leadership team can effectively monitor student and teacher growth through a logical sequence of events. All members of the leadership team have created a Theory of Action to help reach h desired outcome for their departments.

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.

Teachers approach instruction with the intent to impart the content of the course they teach. However, teachers often teach the material instead of seeking methods that personal and individualize students' needs and experiences. The necessity of differentiation, remediation, and enrichment based on individual needs, contributes to teachers moving through their course material without attention to individual student needs.

Action Steps to Implement
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. Teachers will interpret their individual student data.
2. Teachers will understand and utilize resources that are available.
3. Departments will collaboratively work together with Support Facilitators within their PLC.
4. Department Heads will provide resources and PD on high-quality instructional practices.
5. Administrators, Coaches, and Department Leaders will provide effective feedback with data-driven goals through classroom observations.
Teachers will participate in RTI training to improve academic and behavior success of students.
6. Teachers will use strategies of scaffolding, appropriate prompting, and resources designed to meet the needs of their student's level of achievement.
7. Teachers will provide on going communication with students and parents regarding student progress.

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

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.

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

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

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

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

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

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

Principal and Administration

Create a sense of belonging for all stakeholders
Provide clear direction
Use school data to set goals
Promote a shared vision, i.e., valuing culture and instruction by connecting with school staff about the school environment and academic expectations.
School leaders provide support for educators, e.g., professional development and support. This is helpful when thinking about the rollout and ensures that staff have the capacity to sustain the school culture work.
Create consistent responses for both bad and good behavior

Teachers

A teacher's duty is not only to convey knowledge, but to educate or cultivate emotional and spiritual socio-cultural values in the educational process.
Building relationships with students and families is one way to keep them connected to the school community. When students feel engaged, they build relationships that affirm their safety and welcome them into a space that motivates to see them learn. Additionally, they have a sense of focus in school and have more success.
Listen to new ideas (take risks) and value the student voice. Students have ideas about what creates a learning environment that is supportive. Leverage student ideas to build plans that promote a positive school culture.
Having leadership also provides positive experiences through praise and reward. Incentive programs allow teachers, staff, and students to identify positive actions and reinforce those through praise. All students like to hear, "Good job!" The authenticity of this is grounded in the relationships they have with teachers.

Parents

Attendance is key: Good school attendance is important to academic achievement. When students are absent from school they miss vital instruction. Parents have control over their child's attendance and this

includes arriving on time to school, and not taking students out in the middle of the school day.

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

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

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

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

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