

Broward County Public Schools

Westpine Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Westpine Middle School

9393 NW 50TH ST, Sunrise, FL 33351

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Johnson , Christopher	Principal	School principal and instructional leaders are responsible for analyzing schools' data and creating action plans to provide strategic direction for Westpine Middle School. Other duties include assess teaching methods, monitor student achievement, encourage parent involvement, revise school policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
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.
balog, laurinna	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.
Roberts, Jennifer	Instructional Coach	The instructional coach will mentor and support teachers by providing ongoing literacy-related professional development for teacher teams. She pushes in to classes to model effective evidence-based instructional practices; assisting in analyzing student performance data for differentiated instruction and interventions; and supporting the implementation of school-wide reading initiatives.
Zavala, Merissa	Reading Coach	The literacy coach will mentor and support teachers by providing ongoing literacy-related professional development for content teachers. Additionally,

Name	Position Title	Job Duties and Responsibilities
		she will model effective evidence-based instructional practices, assist in analyzing student performance data for differentiated instruction and interventions, and support the implementation of school-wide reading initiatives.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We involve stakeholders in our SIP development process 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. Student Advisory Council meetings, Parent-Teacher conferences, and Family Engagement Nights are utilized to provide the platform for stakeholders. 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.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored by the SAC and reported to stakeholders at monthly meetings. Leadership team will discuss SIP programs at weekly leadership and implement changes, as needed. Updated reports will be given to SAC chairperson to report to stakeholders.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	87%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	80	65	98	243	
One or more suspensions	0	0	0	0	0	0	122	81	82	285	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	23	24	22	69	
Course failure in Math	0	0	0	0	0	0	25	22	41	88	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	114	93	120	327	
Level 1 on statewide Math assessment	0	0	0	0	0	0	79	70	109	258	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	8	5	13	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	120	107	135	362	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	47	47
Students retained two or more times	0	0	0	0	0	0	6	0	39	45

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	25	40	25	90	
One or more suspensions	0	0	0	0	0	0	10	6	4	20	
Course failure in ELA	0	0	0	0	0	0	80	73	48	201	
Course failure in Math	0	0	0	0	0	0	29	29	70	128	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	59	51	160	
Level 1 on statewide Math assessment	0	0	0	0	0	0	53	45	65	163	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	130	158	147	435	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	107	125	117	349	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	25	40	25	90	
One or more suspensions	0	0	0	0	0	0	10	6	4	20	
Course failure in ELA	0	0	0	0	0	0	80	73	48	201	
Course failure in Math	0	0	0	0	0	0	29	29	70	128	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	59	51	160	
Level 1 on statewide Math assessment	0	0	0	0	0	0	53	45	65	163	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	130	158	147	435	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	107	125	117	349	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	53	49	44	54	50	45		
ELA Learning Gains				51			38		
ELA Lowest 25th Percentile				42			24		
Math Achievement*	46	56	56	42	41	36	39		
Math Learning Gains				59			21		
Math Lowest 25th Percentile				51			16		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	38	50	49	42	52	53	34		
Social Studies Achievement*	51	67	68	68	63	58	60		
Middle School Acceleration	66	70	73	75	51	49	57		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	32	42	40	40	74	76	62		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	514
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	1
ELL	29	Yes	1	1
AMI				
ASN	63			
BLK	48			
HSP	41			
MUL	38	Yes	1	
PAC				
WHT	63			
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	43			
AMI				
ASN	80			
BLK	51			
HSP	48			
MUL	61			
PAC				
WHT	57			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			46			38	51	66			32
SWD	23			22			13	23	47		5	
ELL	37			36			14	28			5	32
AMI												
ASN	62			68			50		71		4	
BLK	46			44			35	50	64		5	
HSP	42			40			34	40	60		6	32
MUL	52			32			30				3	
PAC												
WHT	56			61			52	71	74		5	
FRL	41			40			33	42	61		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	44	51	42	42	59	51	42	68	75			40
SWD	20	43	44	18	44	40	22	39	79			
ELL	29	43	36	35	52	31	28	64	75			40
AMI												
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			41
MUL	59	69		53	58		62		67			
PAC												
WHT	52	56	33	49	63	50	49	77	87			
FRL	38	47	41	35	53	46	38	64	69			36

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	38	24	39	21	16	34	60	57			62
SWD	21	26	19	20	19	14	19	40				
ELL	36	39	35	26	17	6	15	53	55			62

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
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			
PAC												
WHT	50	43	32	43	21	5	48	56	61			
FRL	43	35	18	35	21	15	31	56	54			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	40%	49%	-9%	47%	-7%
08	2023 - Spring	44%	49%	-5%	47%	-3%
06	2023 - Spring	44%	50%	-6%	47%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	44%	54%	-10%	54%	-10%
07	2023 - Spring	45%	51%	-6%	48%	-3%
08	2023 - Spring	38%	46%	-8%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	20%	38%	-18%	44%	-24%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	48%	36%	50%	34%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	46%	54%	48%	52%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	63%	-3%	63%	-3%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	64%	-15%	66%	-17%

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data that showed the lowest performance was our ELA Achievement lowest 25th percentile for Students with Disabilities and English Language Learners. These 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 tests; extended reading passages with elevated vocabulary; and word recognition. Additionally, students lack phonemic awareness, struggle with organizing ideas to answer test questions and language acquisition and unwillingness to utilize resources provided for support such as the dictionary.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component with the greatest decline from the previous year is Science and Civics. Additionally, ELL subgroup students, in particular, did not make adequate progress in Math. Advanced reading strategies are a crucial component in helping struggling students achieve success. Oftentimes, students who struggle with reading lack basic fundamental skills learned in the primary years. Based on the data factors that contributed to the decline in our scores are the number of students who lack 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 are unable to process long passages. Decoding words poses a problem for ELL students who are challenged with learning a new language.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was Science. Some of the factors that contributed to this gap included teachers who were new to teaching the content and we also had teachers who were new to the country.

Which data component showed the most improvement? What new actions did your school take in this area?

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 action steps to achieve this goal include F.A.S.T. 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%

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data students scoring a Level I on ELA and students suspended multiple times are potential areas of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school improvement in the upcoming year:

1. ELL subgroup focus on language acquisition to improve ELA outcomes
2. ELL subgroup focus on language acquisition to improve Math scores
3. Science Professional Development for teachers
4. Science Extended Learning Opportunities
5. Civics Extended Learning Opportunities

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To provide a positive culture, we begin each day with the school's model, RISE. In doing so, we encourage students to maintain a growth mindset while also Respecting Others; Investigating In Themselves; Stay Safe; and Effectively Communicating. Students are also able to show school pride during spirit weeks and participate in the Panther Paw program where students can receive rewards for "being caught doing something good." Students have also been offered a variety of student entered electives so life is not all about academics.

Measurable Outcome:

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

By June 2024, the high frequency referrals will reduce by 10%. This includes students who receive one or more referrals.

Monitoring:

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

This will be monitored through the Discipline Management System on a quarterly basis.

Person responsible for monitoring outcome:

laurinna balog (laurinnajoel.balog@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

This is based on the findings needed in the creation of the School's Positive Behavior and Intervention Plan.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If we are able to reduce referrals, students are able to improve in their areas of deficiency due to more time in the classroom, thereby impacting the school grade.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Providing veteran with refresher courses and new teachers with classroom behavior management such as CHAMPS.
2. Provide schoolwide incentive program that rewards positive behaviors.
3. Monitor the number of referrals being written and the frequency of the incidents being reported.
4. Monitor the teachers who are writing referrals and provide additional support.
5. Administration, Department Leaders, and Coaches will monitor through walkthroughs.

Person Responsible: Joshua Weber (joshua.weber@browardschools.com)

By When: Starting September 7, 2023 continuing until May 30, 2024

#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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the area of literacy on the F.A.S.T. academic goals are not being met by our Students With Disabilities (SWD). For the last three years this subgroup has not made adequate yearly progress for the last three years.

Measurable Outcome:

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

By May 2024 42% of SWD will score level 3 or higher on the ELA FAST PM3.

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:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Starting September 7, 2023 and continuing through May 30, 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations and ensuring resources are allocated based on needs are reviewed through the SAC monthly meetings. The leadership team meets to discuss areas of need and develops a plan of action. The plan is presented at SAC and distributed through our various communication methods, and feedback is received. The Leadership team meets again to discuss the implementation of the plan.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Some the methods our school will disseminate information to stakeholders include:

1. School Advisory Council Meetings
2. Marquee
3. School Newsletter
4. Leadership Meetings
5. School Website
6. Parentlinks
7. <https://www.browardschools.com/westpine>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

The school plans to build positive relations with parents, families and other community stakeholders is by planning:

1. Title I Parent Trainings
2. Family Nights to contribute to students Living Skills and Wellness
3. <https://www.browardschools.com/westpine>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school plans to strengthen the academic program including transitioning to a block schedule that now provides 86 minutes instead of 55 minutes which provides more time in their content areas. We have incorporated Study Skills classes for our students providing extra support to remediate deficiencies. For Math, students who are not proficient will have a double dose of a foundational course along with their required Math course.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

A major part of this plan also includes a variety of elective choices for our students, providing interests in schools other than academia. Elective choices include financial literacy and gardening which provides lifelong skills for adulthood.