Westwood Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Westwood Middle School

3520 AVENUE J NW, Winter Haven, FL 33881

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

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 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.

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
Cotter, Ronda	Principal	Professional Development Finance Instructional Materials Staffing and Personnel Data SAC SIP Coordinate Training for Learning Communities Campus Supervision Safe and Civil School
Campbell, Russ	Assistant Principal	Discipline Director Maintenance Use of Facilities Disaster Plan Campus Supervision Safety and Security Extra Curricular Activities Alternative Ed Programs recommendations
Jackson, Jennifer	Assistant Principal	Common Planning for Math and Science Substitute teachers Grade Reporting Guidance Supervisor Instructional materials FTE accounting ESE scheduling Lesson Plans Campus Supervision
Smith, Javon	Assistant Principal	Common Planning Discipline PBIS implementation Campus Supervision Discipline reports Develop student clubs

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.

All stakeholders were given the opportunity to give input for the School Improvement Plan through meetings and emails.

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 monitored monthly at SAC meetings with the community. The SIP will also be reviewed and revised at faculty meetings and leadership team meetings.

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	81%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* 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: D 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	324	281	304	909
One or more suspensions	0	0	0	0	0	0	99	106	93	298
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	11	13	32
Course failure in Math	0	0	0	0	0	0	11	15	14	40
Level 1 on statewide ELA assessment	0	0	0	0	0	0	118	177	150	445
Level 1 on statewide Math assessment	0	0	0	0	0	0	130	132	120	382
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	139	115	170	424

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	195	177	170	542

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	1	2	11	14
Students retained two or more times	0	0	0	0	0	0	10	7	19	36

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	101	130	141	372
One or more suspensions	0	0	0	0	0	0	112	88	100	300
Course failure in ELA	0	0	0	0	0	0	2	9	17	28
Course failure in Math	0	0	0	0	0	0	2	9	17	28
Level 1 on statewide ELA assessment	0	0	0	0	0	0	139	130	139	408
Level 1 on statewide Math assessment	0	0	0	0	0	0	162	145	130	437
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	43	34	16	93

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	156	163	189	508

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	3	3
Students retained two or more times	0	0	0	0	0	0	0	4	2	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	101	130	141	372
One or more suspensions	0	0	0	0	0	0	112	88	100	300
Course failure in ELA	0	0	0	0	0	0	2	9	17	28
Course failure in Math	0	0	0	0	0	0	2	9	17	28
Level 1 on statewide ELA assessment	0	0	0	0	0	0	139	130	139	408
Level 1 on statewide Math assessment	0	0	0	0	0	0	162	145	130	437
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	43	34	16	93

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	156	163	189	508

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	3	3
Students retained two or more times	0	0	0	0	0	0	0	4	2	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*	25	36	49	25	40	50	25		
ELA Learning Gains				38			33		
ELA Lowest 25th Percentile				30			33		
Math Achievement*	24	40	56	22	34	36	18		
Math Learning Gains				39			21		
Math Lowest 25th Percentile				49			33		
Science Achievement*	23	34	49	19	40	53	24		
Social Studies Achievement*	60	66	68	72	49	58	66		
Middle School Acceleration	51	70	73	55	46	49	46		
Graduation Rate					36	49			
College and Career Acceleration					66	70			
ELP Progress	42	31	40	47	68	76	47		

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)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	225
Total Components for the Federal Index	6
Percent Tested	92
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	10
Percent Tested	97
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	20	Yes	4	4
ELL	28	Yes	4	1
AMI				
ASN				
BLK	35	Yes	3	
HSP	36	Yes	2	
MUL	24	Yes	2	1
PAC				
WHT	44			
FRL	38	Yes	2	

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	23	Yes	3	3
ELL	36	Yes	3	
AMI				
ASN				
BLK	31	Yes	2	1
HSP	40	Yes	1	

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%
MUL	32	Yes	1	
PAC				
WHT	48			
FRL	38	Yes	1	

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	25			24			23	60	51			42
SWD	10			15			16	39			4	
ELL	12			16			3	57	36		6	42
AMI												
ASN												
BLK	22			20			16	44	71		5	
HSP	24			24			22	64	46		6	37
MUL	26			22							2	
PAC												
WHT	35			32			39	73	42		5	
FRL	24			24			20	56	56		6	45

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	25	38	30	22	39	49	19	72	55			47
SWD	9	27	23	11	35	42	2	38				
ELL	19	39	35	17	39	51	12	65	33			47
AMI												
ASN												

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
BLK	20	35	24	16	34	38	10	72				
HSP	25	38	34	22	42	51	23	70	45			46
MUL	40	36		21	29							
PAC												
WHT	31	41	36	31	46	67	23	76	81			
FRL	24	36	29	20	38	48	17	71	51			44

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	25	33	33	18	21	33	24	66	46			47
SWD	11	28	23	12	18	33	9	41				
ELL	17	34	43	14	16	29	7	71	43			47
AMI												
ASN												
BLK	22	31	37	15	24	33	16	59	41			56
HSP	25	36	30	17	16	29	20	71	41			42
MUL	29	23		36	38							
PAC												
WHT	25	31	32	23	26	33	40	63	53			
FRL	24	32	31	17	21	28	24	68	48			50

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	22%	36%	-14%	47%	-25%
08	2023 - Spring	22%	39%	-17%	47%	-25%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	23%	35%	-12%	47%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	22%	38%	-16%	54%	-32%
07	2023 - Spring	27%	35%	-8%	48%	-21%
08	2023 - Spring	26%	42%	-16%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	20%	33%	-13%	44%	-24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	37%	16%	50%	3%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	37%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	65%	-4%	66%	-5%

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.

Proficiency in reading was the lowest performing category. WMS was on a block schedule last which is hard to maintain when absenteeism is so high. Five of the ELA and reading classes were taught by substitutes all year. There was no fidelity given to the pacing guides to ensure that all students were given exposure to all the benchmarks. When suggestions were made on how to improve, those suggestions were not implemented.

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

Civics was 12% lower than the previous year. The teachers did not complete all of the curriculum. Students were not given equivalent experiences to prepare them for the the EOC.

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.

Reading proficiency had the greatest gap compared to the state. The school was not adequately staffed with the needed teachers. The benchmarks were not taught with fidelity.

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

Acceleration increased 5% this school year. All students were properly double blocked in Algebra and an intensive Algebra class. A new Algebra I teacher was added who has a proven track record of success. Teachers are using bell work for equivalent experiences. Teachers are being monitored weekly to ensure that the pacing guide is being followed.

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

The two greatest areas of concern are attendance and number of level 1 readers.

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

1. Decrease the number of Level 1 readers.
2. Decrease the number of Level 1 math student.
3. Decrease the percent of absent students.
4. Increase Reading proficiency.
5. Increase Math proficiency.

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

Our focus must be intentional about delivering grade-level, standards-aligned instruction and tasks to our students. Our data shows that only 22% of our students are proficient in reading and only 25% of our students are proficient in math. This means that at least 75% of our student are not performing on grade-level math or reading. We will shift our focus to make sure our students are receiving tasks that are on grade-level and aligned to state standards so we can begin to see an increase in proficiency on assessments. This focus will also allow use to ensure that the needs of the ESSA groups are being met.

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

WMS will increase at least 5% of students proficiency in reading and math on state benchmark assessment. WMS will decrease the number of students scoring a level 1 by 3% in reading and math on the state benchmark assessment.

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

We will use the district's walkthrough tool in order to measure tasks for alignment to BEST standards. The walkthrough tool and progress monitoring data will be discussed in weekly leadership meetings. We will discuss data from the unit tests in all content/grade level, quarterly data, PM1 and PM2 data and district writing prompt data.

Person responsible for monitoring outcome:

Ronda Cotter (ronda.cotter@polk-fl.net)

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.)

Utilizing the Learning Arc will guide us in lesson planning and delivery. The district's walkthrough tool will help us to evaluate lessons and tasks for alignment and grade-level appropriateness.

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

Utilizing the Learning Arc will deepen our understanding of benchmarks and ensure that we have the information needed to produce benchmark aligned lessons and task for our students.

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?

Yes

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.

Leadership Team will be properly trained on the district walkthrough tool and the Learning Arc. Leadership will conduct weekly collaboration walks and discuss the data from the walks in weekly Leadership meetings. All interventionists, Student Success Coach and Academic Coaches will be part of this training.

Person Responsible: Ronda Cotter (ronda.cotter@polk-fl.net)

By When: Initial training will take place on 8/22/23.

ESSA data will be looked at during all meetings to make sure we are focused on the individual groups.

Person Responsible: Meesha Downing (meesha.downing@polk-fl.net)

By When: Weekly

Teachers will be receive Professional Development on the Learning Arc that will be led by the Literacy Coach, Reading and Math Interventionist. The finished Learning Arcs will be critiqued in Leadership Meetings to make sure they are accurate. Based on feedback from Leadership team will determine if more training is needed or what the next steps will be.

Person Responsible: Ronda Cotter (ronda.cotter@polk-fl.net)

By When: End of August.

#2. 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.

Students who are chronically absent from class due to attendance or discipline do not show learning gains or proficiency. Our data last year from from our Early Warning System showed that more than 50% of the students missed more than 90% of the school days.

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

Our goal is to reduce the number of students who are absent more than 90% of the school days by 30% by the end of the school year. The Leadership Team and PBIS team will assist in accomplishing this goal by looking at real time attendance data weekly and by planning positive incentives to encourage students to attend school daily. We will monitor all ESSA groups to ensure they are meeting the goal.

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

After each unexcused absence parents/guardians will begin to receive system generated calls. Parents/guardians will receive a teacher phone call after 3 unexcused absences. At the 10th unexcused absence, parent/guardians will be contacted by the school's social worker and documented for truancy.

Person responsible for monitoring outcome:

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

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.)

Positive Behavior Intervention Systems (PBIS) will be used to create a positive school environment through proactive strategies the will reinforce appropriate behaviors. If students begin to become chronically absent, students will be assigned to a guidance counselor, administrator, interventionists or a success coach as a mentor. The students will meet weekly with the mentor to set goals and plan rewards and strategies to improve attendance. Once those goals are met, students will receive a reward. The students who are not attendance issues will also be rewarded for attending school regularly.

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

This is a school wide system that will directly benefit all students and teachers.

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 2 - Moderate 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.

PBIS expectations and procedures will be taught to teachers and students.

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

By When: The first month of school.

Attendance data discussed at Leadership Meetings and faculty meetings.

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

By When: Data will be discussed weekly at Leadership meetings.

Chronic absent students will be assigned a mentor before the end of the 1st nine weeks of school. The students will set goals, rewards and strategies with the mentor.

Person Responsible: Ronda Cotter (ronda.cotter@polk-fl.net)

By When: Before the end of the first nine weeks of school.

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).

The process to review school improvement funding allocations is done through the Title I and UniSIG Comprehensive Assessment. The Regional office and the Transformation office both review the SIP. ,

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

NA

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

NA

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 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 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

NA

Monitoring

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 impact student achievement outcomes.

NA

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
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. §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?

NA

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

NA

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

NA

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.

The SIP and UniSIG bubget is posted on the school webpage. The SIP is discussed and shared at parent and family input. The SIP goals will also be shared at all prent night events.

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))

WMS will build positive relationships with all community stakeholders through having quarterly Building Capacity Events. We will train teachers on how to properly communicate with parents and how to build that relationship. We will also have our Annual Meeting at our Open House.

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 Reading and Math coach will lead PLCs to ensure that the proper curriculum is being followed. The Reading and Math Interventionists will be pushing into classrooms to make sure students are getting another level of support.

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))

This plan is developed in coordination through Regional meetings, Title I technical Assistant, ESE, and the Comprehensive Needs Assessment Technical Assistance.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students will have the opportunity meet with counselors throughout the day. The counselors will offer support and recommendations for mental health or other resources in the community.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Guidance counselors will share information regarding postsecondary opportunities when they mee with them to discuss plans for post middle school plans. Our middle school students will be encouraged to attend high school open houses. WMS will also invite various programs in to speak with our students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

As a whole, we will utilize PBIS strategies. Data will be discussed in meetings to make recommendations for tier 2 and 3. Students will then be places on our student services team and categorized based on severity and needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

New teachers will meet initially with our Campus Induction coordinator. All new teachers are assigned a mentor at that time. Weekly PLCs are facilitated by an administrator or an instructional coach. Professional development will also offered on Early Dismissal days throughout the school year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$392,791.52
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0571 - Westwood Middle School	UniSIG	1.0	$53,951.88
			Notes: Other Certified Instructional Personnel - School based/Coaches - Literacy Coach - co-teach, coach, and assist with the instruction of students in classrooms			
	6400	210	0571 - Westwood Middle School	UniSIG		$11,417.75
			Notes: Retirement - 13.57% -Coaches - School based /School paid			
	6400	220	0571 - Westwood Middle School	UniSIG		$6,436.69
			Notes: Social Security - 7.65% staff development activities for instructional staff at the school			
	6400	231	0571 - Westwood Middle School	UniSIG		$15,770.04
			Notes: Health and Hospitalization - School based Coaches - Literacy			
	6400	232	0571 - Westwood Middle School	UniSIG		$30.89
			Notes: Life Insurance - Coaches - School based /School paid			
	6400	240	0571 - Westwood Middle School	UniSIG		$471.18
			Notes: Workers Compensation .56% - School based Coaches - Literacy			
	5100	130	0571 - Westwood Middle School	UniSIG	3.0	$160,953.58
			Notes: Other Certified Instructional Personnel - School based/- 2 Interventionists and 1 Student Success Coach who work with small groups of students in need of remediation			
	5100	150	0571 - Westwood Middle School	UniSIG	1.0	$22,180.50
			Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			

	5100	210	0571 - Westwood Middle School	UniSIG		$24,851.29
			Notes: Retirement - 13.57% - Instructional Personnel -			
	5100	220	0571 - Westwood Middle School	UniSIG		$14,009.76
			Notes: Social Security y -7.65% -Instructional personnel			
	5100	231	0571 - Westwood Middle School	UniSIG		$44,112.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232	0571 - Westwood Middle School	UniSIG		$86.40
			Notes: Life Insurance - Instructional personnel			
	5100	240	0571 - Westwood Middle School	UniSIG		$1,025.55
			Notes: Workers Compensation - .56% - Instructional Personnel			
	6400	120	0571 - Westwood Middle School	UniSIG		$5,672.04
			Notes: Classroom Teachers - Stipends for classroom teachers participating in staff development activities after contact hours , 18 teachers, 2 hours per week for 4 weeks, $35 per hour			
	6400	130	0571 - Westwood Middle School	UniSIG		$1,260.45
			Notes: Other Certified Instructional Personnel - Stipends for School based/District paid Interventionists participating in staff development activities after contact hours, 4 interventionists, 2 hours per week for 4 weeks, $35 per hour			
	6400	220	0571 - Westwood Middle School	UniSIG		$530.34
			Notes: Social Security - 7.65% staff development activities for instructional staff at the school			
	6400	240	0571 - Westwood Middle School	UniSIG		$38.82
			Notes: Workers Compensation -.56% - Instructional personnel for extended learning			
	6200	610	0571 - Westwood Middle School	UniSIG		$615.85
			Notes: Library Books - Supplemental media materials and books -Leveled library books to further support alignment, 40 books @$15 per book.			
	6400	160	0571 - Westwood Middle School	UniSIG	0.43	$29,376.51
			Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$0.00**
					Total:	**$392,791.52**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes