The School District of Palm Beach County

Watson B. Duncan Middle School

2015-16 School Improvement Plan

Watson B. Duncan Middle School

5150 117TH CT N, Palm Beach Gardens, FL 33418

www.edline.net/pages/watson_b_duncan_middle_school

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Middle	No	42%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	45%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	[Gayle Sitter](#)

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Watson B. Duncan Middle School and The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible and productive careers.

Provide the school's vision statement

Watson B Duncan Middle School and The School District of Palm Beach County envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
We have an annual Veterans Day program run by our band director that honors many veterans in our school and community and is open to all of our students and community members. The media specialist displays the above mentioned topics in the media center throughout the year. Books for each of those subjects are located in a prominent section of the media center and available for checkout by the students. Our sixth, seventh, and eighth social studies department infuses the above mentioned topics into their instruction of the Florida Standards.Specific lessons can be found on our district Blender site and are included in the scope and sequence. In addition, our English Language Arts sixth, seventh and eighth grade classes infuse Holocaust studies using novels in their classrooms.
Finally, we have established a single school culture to more effectively bring all stakeholders together and working towards a common goal of a positive school climate and celebrating multicultural diversity.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We have established a single school culture for academics, behavior, and climate. We have a matrix that is used by students and used in all settings stressing respect, resilience, responsibility. In addition, the teachers have a matrix that stresses the same three principles. The stakeholders demonstrate and articulate the practices of the the SwPBS Universal Guidelines before/during/after school.
We understand our responsibility to provide a safe, secure, civil and respectable learning and workplace environment for our students and staff and strive to provide that environment on a daily basis.

We have an established anti bullying campaign that begins in the fall and refreshes again in the winter. There are focused lessons and activities for each grade level that give students the needed tools to report, stop and provide skills on how to combat bullying. In addition, there is a process in place for students to report incidences of bullying or any other troubling events.The students fill out an incident report and then the event is investigated and problem solving steps are implemented for both the victim and the offender.

We provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and strive to create a positive, caring and supportive school community. School Based team is utilized to assist with students and implementation of problem solving strategies.

There is a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

We also enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post secondary).

All adults across the campus including non-instructional staff, office staff, bus drivers, cafeteria personnel, and after-school personnel clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Our school DATA counselor and our guidance counselors provide professional development in effective methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels. We also have a corrective behavior response that the teachers and administrators use to effectively connect with parents and students prior to discipline consequences being enforced.

Our Safety committee and SwPBS committee meet monthly to discuss methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. School discipline trends are also analyzed so that changes and shifts can occur when applicable based on data.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our School-wide Universal Guidelines and Behavior matrix are shared in a variety of ways throughout the year. At a minimum, these expectations are shared twice per year with all stakeholders. In addition, there is communication with parents and community using Edline, targeted phone call outs, texts and on our website. The teachers and school leaders use the first week of class to teach the expectations formally and again at the beginning of January. In addition, posters are displayed in all classrooms and throughout the school for the entire year. These expectations are followed and maintained by all school personnel throughout the year to ensure the SWPBS system is implemented with fidelity.

We have selected teachers that are trained in Classroom Management Strategies (CHAMPS, etc.) Our SwPBS team reviews classroom data to ensure students are engaged while in class and we strive to maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time. Differentiation of instruction is taking place to meet the needs of all students. Our teachers are expected to convey and review expectations for each learning activity using the Marzano Learning Map.

Our teacher and all stakeholders make references to our Universal Guidelines and behavioral expectations when providing students with positive feedback (Spotlighting Success cards for positive

academic and behavioral achievements.)

Our School-wide recognition system that is currently in place includes our behavior matrix, spotlighting success, positive rewards for campus and lunchroom clean up. Grade level rewards based on behavior data are also implemented monthly.

We also develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness. Our DATA counselor, guidance counselors and leadership team works with individuals and classroom teachers as needed to increase our positive school climate and culture.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school ensures the social emotional needs of our students are met though a variety of strategies. These strategies include allowing students to speak with guidance counselors before during and after school and also during lunch breaks. Students are fully informed of procedures and able to access the counselors as needed. Our students are made aware and empowered to speak with their teachers and administrators if they feel the need at any time throughout the day.

In addition, our leadership team and DATA counselor have a Check-in/Check-out policy with many students as needed. This policy is utilized with students in need of positive adult interactions and positive feedback throughout the school day. This Check-in /Check out system also includes behavioral and academic checklists when applicable. This data is also monitored for effectiveness with students, teachers and administration to ensure effectiveness and modified as needed.

There are also various campus activities that address social/emotional needs of students; including Connecting students to agencies who have Cooperative Agreements or are on campus such as DATA.

We have a comprehensive school counseling program dedicating time to assess the needs of the students and the barriers blocking their success (1)Data-Driven Decision Making, (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate our intervention and evolve (Evaluation). The administration engages with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. This includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). We utilize data-based decision making to help close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We utilize data systems to identify students who have attendance, behavioral or academic concerns. Absences are monitored by our data processor, attendance clerk, teachers, and/or school guidance counselors. When absences fall above the threshold, guidance will contact parent and investigate the cause. Depending on the outcome of the investigation, students may be referred to Hospital Home bound, Virtual school or Alternative Ed. if applicable. If the issue is not able to be resolved at the school site, an attendance packet may be generated and referred to our district area contact. Students with suspensions are monitored through the administrative team, guidance counselors, DATA counselor, ESE contact and School Based Team. Students that are failing one or more subject areas are monitored on mid nine week progress reports and at the end of each nine weeks by

teachers and guidance department. Parent notifications are made and if applicable, students are referred to Middle School Course Recovery. We ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the above early warning indicators. Our guidance counselors and leadership team communicate this to staff through our Professional Development Days, Department and Learning team meetings, teacher handbooks, SharePoint Site and faculty meetings when applicable. In addition, guidance and DATA counselors work individually with teachers and students once students are identified.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	18	7	13	38
One or more suspensions	33	45	33	111
Course failure in ELA or Math	47	26	19	92
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	22	14	12	48

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies include:
Our DATA counselor, guidance counselors and administration work closely with School Based team to problem solve and create action plans as applicable.
Our academic interventions include Read180 in our intensive reading classes, individualized interventions using ReadingPlus and targeted tutorials.
We have Learning Team Meetings, ESE meetings, and School Based Team meetings to allow for planned discussions and goal setting for identified students.
We have notification procedures in place for parents, agency and community outreach.
Our School Based Team, guidance department and administrative team has developed and implemented a comprehensive school counseling program (Student Development Plan) with time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions and connecting students and their families to needed school-based and community resources.
Individual student needs and IEP goals (if applicable) are always considered and included in the decision making process for all intervention strategies.
Evidence based intervention strategies are employed including parent/guardian collaboration/ education and targeted solution-focused counseling.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We work together to build positive relationships and communicate our school vision, mission, classroom and school news with all stakeholders through the use of Edline, Duncan Details on-line magazine,
school website (www.duncanmiddle.org) communication via the marquis, Twitter, Facebook, Instagram, letters home to parents, targeted school call outs and text messages. Our PTO is also very involved with all stakeholders with activities that include fundraising and Adopt-A-Class program. Our school stakeholder also collaborate together to raise funds and participate in community outreach programs including Kayla Cares 4Kids, Hugs and Kisses Inc., Komen Walk and Gold Coast Down Syndrome Buddy Walk. We have a Builders Club on our school site for students and stakeholders that specifically targets outreach to community members with activities such as Beach Clean Up, Thanksgiving dinners and holiday toy drive. Our school will continue to abide by and meet the criteria in order to be awarded the 5 Star School Award for SY 2015-2016.
The data from the school effectiveness questionnaire will be analyzed to increase overall parental satisfaction with our school by 5%. We will solicit parent input to help meet that goal.
We will provide professional development and promote and support the use of effective strategies for conducting supportive and effective parent communication via email, phone calls and face to face meetings.
Our comprehensive school counseling program/Student Development Plan includes dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness. These topics will also be included in our Parent University. Parent University will be implemented and offered to parents each quarter. The topics will include: Sixth grade Middle School Transitions, Fostering your Child's Self Esteem, Helping your Child Achieve at School, Making, Breaking and Revising rules, Self Destructive Behaviors, College and Career Readiness, Edline and Technology support.
During parent meetings including curriculum nights, we will solicit feedback from parents and seek to provide a non threatening environment for as well as make sure that parents are made aware that teachers and administrators are available to help manage questions and problems as they arise.
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Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Watson B Duncan has many successful business partner relationships. We have active participation with PTO and several area businesses. Our Business Partner coordinator has developed relationships with numerous large corporations including Microsoft and Apple. We offer recognition to our business partners in all of our school communications and in the classrooms. We follow up with phone calls and thank you letters to all business partners and contributors to our school. Business partners are offered recognition through all of our media outlets when contributions are received, We also have a Blue Chip Sponsor Wall to recognize business partners of varying levels. We are working specifically to gain overall support with our business partners especially in the area of school technology with on going Computer needs.
In addition, in order to maintain a family connection and provide curriculum updates, school information and school news, we will communicate through the use of Edline, Duncan Details on-line magazine,

school website (www.duncanmiddle.org) communication via the marquis, Twitter, Facebook, Instagram, letters home to parents, targeted school call outs and text messages.
Professional development training is also offered to increase positive relationships with parents
Parents are informed of their students academic learning via progress reports, phone calls, Edline updates and email.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
D'amico, Phillip	Principal
Raiford, Mary	Assistant Principal
Wynn, Kate	Assistant Principal
LaPaglia, Melissa	Guidance Counselor
Vereen, Milranda	Assistant Principal
Runner, casey	Administrative Support
Gilmore, Bob	Other
Bohne, Sean	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal –
Oversees implementation of school-based RtI Leadership Team. Facilitates team process by evaluating and supporting team functions and providing feedback on team processes. Ensures adequate professional development to support RtI implementation. Analyzes data, assessment and decision making. Provides input regarding school based team decisions and multi-tiered systems of support.
Asst. Principal(s) –
Assistant Principals assist the principal in all areas as needed. These duties include:Participating in Leadership Team process,assisting with data collection, assessment, observations, and decision making. Provide input regarding school based team decisions and multi-tiered systems of support, and assist with professional development.
Guidance Counselors –
Oversee collection, interpretation and analysis of data. Direct school based Leadership Team process. Coordinate implementation of Tier 2 and Tier 3 interventions. Provide services and expertise on issues ranging from RtI Team design to assessment and intervention with individual students.
ELL Contact, ESE Coordinator, Speech and Language Pathologist and ESE Teachers –
Participate in team process by assisting with data collection and assessment. Also provide input regarding Tier 2 and Tier 3 interventions and assist with implementation. Collaborate with general education teachers regarding development and implementation. Collaborate with general education teachers regarding development and implementation of Tier 2 and 3 interventions.
School Psychologist –
Participates in the collection, development and interpretation of data. Provides expertise in the development and implementation of Tier 2 and 3 interventions. Provides support for ensuring the

fidelity of the intervention process. Collaborates with school personnel to facilitate data-based decision making and recommendations.
General Education teachers and Support Facilitation teachers -
Provide input and data regarding student performance and progress. Also provide data regarding Core instruction, implementation of Tier 1 interventions and collaborate with Team regarding the integration of Tier 1, 2 and 3 interventions.
Student Services Personnel –
Provide interventions and input regarding community based services for students and parents. Collaborate with team to support academic, behavioral and emotional success.
Department Instructional Leader –
Identify student needs and provide input and assistance to school based RtI Team in developing evidence based Tier 2 and 3 interventions. Collaborates with classroom teachers to assist with the implementation of interventions. Assists in the design and implementation of progress monitoring and staff development activities. Provides data regarding scientifically-based curriculum assessment and intervention approaches.
The School Based team -
MTSS/RtI Leadership Team assists teachers with developing interventions and monitors interventions for students that need additional intensive academic assistance or behavioral assistance. The team targets students that might need additional assistance due to economic, academic, social, attendance, behavioral or other situations. The teacher works with the team to come up with a plan and interventions that are logged and monitored for effectiveness. Each intervention works in Tiers. Usually after 6 weeks of interventions the team meets again and the case is reviewed.
School Police Officer -
Our school police officer works closely with our students and staff and provides community outreach as needed.
Project SUCCESS Prevention Counselor -
Our counselor assists with reducing the factors that place students at risk for substance abuse while enhancing their protective factors. Work with students both individually and in small groups, conduct classroom presentations, train and consult on prevention issues with school staff, refer and follow up with students and families needing additional services, Provide School Wide Awareness to help change the attitudes about Alcohol Tobacco and Other Drugs, Include parents as collaborative partners through parent workshops.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We monitor and update our Action Plans during leadership meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Our SwPBS team solicits input from all stakeholders and meets one per month at a minimum. Resources are taken into account and added to the plan as applicable. The Watson B. Duncan Community Middle School School-Based Response-to-Intervention Team will focus its efforts on students as individuals and on the facilitation of their academic, social and emotional well-being. Our team will meet as needed no less than once per month. The meetings will follow a pre-determined agenda which will be formulated from a broad-based collaboration between team members, teachers and support staff. The school-based RtI Leadership Team will review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier-1 Core Instruction is in place, the team will identify

students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion and follow up support for the students.

We have identified one of our assistant principals and guidance counselors to lead our School Based Team (SBT). The team meets at a minimum one time per month. Records are maintained by the SBT administrator.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Bob Gilmore	Teacher
Amy Armbruster	Parent
Kelly Bush	Parent
Peggy Hall	Parent
Phyllis Dennis	Parent
Sarah Cushman	Parent
Susan Van Martin	Parent
Todd LaVogue	Principal
Phillip D'Amico	Principal
Sulimar DeJesus	Parent
Celine Thibault	Parent
Stacy Granat	Parent
Brianna Benjamin	Student
AJ Brockman	Business/Community
Kim Kurtz	Parent
Susan McCantz	Parent
Sherief Boland	Parent
Delores Betz	Parent
Laura Smith	Parent
Dora Vazquez	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC meets monthly where committees present information pertinent to the school. In addition, budget and school academic and safety concerns are discussed, The SAC members work together to discuss school improvement ideas and implementation. In addition, stakeholders meet to provide input on the school improvement plan based on school achievement data. After evaluating last years school improvement plan, and knowing the uncertainty and the cut scores of the new Florida Standards assessment. The decision was made to simplify the plan and focus on raising school achievement in reading, math and literacy.

The budget items currently under review include money to be spent on tutorial programs and outside professional development on the Florida State standards.

Development of this school improvement plan

SAC members and attendees have the opportunity to offer feedback on all areas of campus operations including the School Improvement Plan. Members of SAC and school stakeholders have a vital role in the development of the goals for the School Improvement Plan and in anticipating barriers and strategies for overcoming barriers specific to Watson B. Duncan Middle.

Preparation of the school's annual budget and plan

Each month, the SAC has an opportunity to hear and take input from school and community members to solicit funds from SAC for the purpose of enhancing student achievement. Currently our SIP budget for SY 2015-16 is $2,362.00. We are still awaiting additional funds from the state.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds were used to assist with funding tutorial programs for students performing in the lowest 25% in reading and math. We allocated funding to support our school wide culture and climate. Reading materials were purchased to support our students that exhibit characteristics on the autism spectrum. Items were purchased to enhance the facilitation of the Florida Standards Assessment. For the safety of all students and to instill a Single School Culture identification badges and lanyards are maintained and updated yearly. The specific breakdown is as follows.
Tutorial Program $1500.00
FSA Materials $ 550.00
Earbuds $450.00
Lanyards/ID Machine $3,600.00
Reading Materials for ESE Department (ASD) $500.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Watson B Duncan is currently out of compliance with a higher ration of of district to non district employees. We are working to build the SAC membership within the business community and parent population. This effort is being aided by the bushiness partner coordinator and volunteer coordinator.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Raiford, Mary	Assistant Principal
Leach, Theresa	Teacher, K-12
Griffith, Martha	Teacher, K-12
McKenzie, Carmen	Teacher, K-12
Runner, casey	Instructional Media
Gilmore, Bob	Teacher, ESE
dejesus, sulimar	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiatives include: 1) Creating a school wide reading challenge to promote wide reading including Battle Of the Books 2) Increasing usage of media center resources to support additional research and writing opportunities 3) Use performance matters assessments including Florida Standards Quizzes and Unit Standards Assessment to increase student achievement in reading 4) Increase use of non-fiction complex text reading using the close reading process in all content areas. 5) Continue school wide usage of ReadingPlus in all English Language Arts classes and selected technology classes 6) Provide support for intensive reading classes with scheduling and Read180 support 7) Promote summer literacy activities and incentive programs 8) provide guidance on literacy based professional development 8) Promote writing across all content areas and using the Florida Standards Writing Rubric. 9) The LLT will provide the guidance for increased emphasis on opportunities for informative and argumentative writing and citing textual evidence. Informative and Argumentative writing should occur in all content areas. The writing will be analyzed and shared among all content area teachers.

The action plan to implement the above initiatives includes meeting one time per month to assess progression towards goals, analyzing formative data and make revisions as needed.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic and emotional needs and how students might best be assessed and served. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Learning team meetings which include collaborate planning are used productively. Meetings are reflected in general and special education staff schedules. Instructional plans and monitored regularly by school administrators. Facilitation support personnel communicates regularly with general education teachers and work closely together to monitor formative assessments to adjust and scaffold instruction according to student individual needs.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school leadership team recruits successful interns and solicits referrals from current employees in order to ensure the hiring of highly qualified, in-field, effective teachers. In addition, administration will participate in job fairs to assist with finding qualified applicants. There is also a plan in place to assist the

applicants in the hiring process once applicants are chosen.We utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures. In order to retain effective teachers, the Educator Support Program contact will meet with new teachers on an ongoing basis. New teachers will be partnered with veteran teachers and will participate in the district provided Educator Support Program. Department leaders also work closely with new teachers to ensure they are familiar with practices and polices of our school.

School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Watson B. Duncan utilizes the Educator Support Program (ESP) for mentoring new teachers.
All first year teachers are participating in ESP. ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
Pairings are based on subject area if applicable. In addition, mentors use the Marzano design elements and teaching elements to better assist the mentees in the art of teaching.
School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

There is an alignment of all curriculum and instructional materials to the Florida Standards. There is ongoing use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction using the Marzano model. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards through professional development and learning team meetings.This supports a deeper level of comprehension and increase rigor.
These conversations and learning opportunities promote dialogue and opportunities for growth in instructional practice, curriculum, and the standards.
The school utilizes Blender, FSA Item specs and teachers follow the district approved scope and sequence in all instructional areas. These lessons and objectives incorporate and support the Florida Standards.
The newest math materials that our school is utilizing are from HMH Larson and include Go Math consumables for all math classes in all grade levels, Alg. 1, Alg. 2 and Geometry books. These math instructional materials support and are aligned with the Florida Standards.
ELA is working with a newly adopted textbook this year by HMH titled "Florida Collections". It is closely aligned to the English Language Arts Florida Standards, which are divided into five strands:

Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. Every time students learn a concept or practice a skill, they are working on mastering one of the standards. Our teachers are following the scope as provided by the PBCSD, as well as using Blender, which offers lessons for each of the HMH Collections. We are also in our second year of implementation of the district approved online reading program called Reading Plus. Reading Plus is a web-based program that transforms how, what, and why students read. It is aligned with the Florida Standards for reading and prepares students to engage with complex text by developing all three dimensions of successful readers - capacity, efficiency, and motivation. The program is differentiated and provides personalized instruction for every student. All Language Arts classes are using this program.

READ180 is the core instructional reading program for Intensive Reading classes and Reading Plus is the supplement reading program for all Language Arts classes. READ180 was implemented to address reading and comprehension deficiencies of lowest 25% students. The program engages students in the four Language Arts Florida Standards of reading, writing, speaking, and listening.

READING LAFS. .RI.1.1, 2, 3; LAFS. .RI.2.4, 5, 6
WRITING LAFS. .W.1.1, 2; LAFS. .W.2.4, 5, 6
SPEAKING AND LISTENING LAFS. .SL.1.1, 2, 3; LAFS. .SL.2.4, 6

Our science teachers used the district approved textbooks which include the NGSSS tested standards. Earth space science is a high school credit course with a district approved text book. In addition, Investigating & Questioning our World Through Science & Technology (iQWST) is a rigorous, investigation-centered science curriculum designed to challenge and engage middle school students.

For Social Studies and all core subjects, all teachers are trained in the use of instructional programs and materials either by attending workshops or through train-the trainer program. The school district also provides directives and explanations of the programs on Blender for all teachers. During our monthly LTM's, we focus on the standards and assist one another in unpacking the standards pertaining to our individual subject. The department instructional leader is a resource for the teachers. The supplemental programs used include Reading Plus and Study Island for Civics, ESE, math and Science. Reading Plus is aligned to the Literacy Florida Standards and is utilized by 100 percent of our ELA students and additional time is allotted in some technology classes and after school programs. Each subject and lesson in Study Island is also aligned to Florida Standards. There is also hands-on-training for materials purchased from outside vendors. For example, the representative from EDMENTUM has been to our school to train the teachers on the use of Study Island.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our instruction is aligned with Florida Standards for each grade level.
The school uses data to provide and differentiate instruction to meet the diverse needs of students. Some examples of this include, utilization of the RtI process, the use of tutorials, the use of intensive reading, and the use of small group instruction. The school ensures every teacher contributes to literacy improvement of every student by holding meetings on a regular basis to make decisions about literacy instruction in the school. Our master schedule supports a 55 minute uninterrupted minute writing block. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS). Instruction is aligned with the Language Arts Florida Standards for each grade level and content area when applicable. Our content area teachers are trained in using and incorporating the LAFS in their daily instruction. This use is monitored trough lesson planning and formative assessments. In addition, all content area teachers use the Florida Standards writing rubric to determine effectiveness in writing in the content areas. Students are made aware of points available on the rubric and an academic scale is used to assess comprehension of the standard. Many resources are provide to support instruction including leveled books for small group instruction,

computer based programs, such as ReadingPlus, Read180 and Study Island.The media specialist provides many resources to support instruction including both digital and print resources.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 3,000

This before school tutorial program will provide remediation for students who score below the third percentile on the Florida Standards Assessments. This tutorial will be designed to increase student performance in reading and math on the Florida Standards Assessment.

Strategy Rationale

The targeted tutorial will assist with increasing student performance for students in the lower 30% in either literacy or math.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Raiford, Mary, mary.raiford@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data collected from the previous year Winter Diagnostic, Performance Matters Quizzes and Unit Assessments will be used as a baseline for students participating in the tutorial program. Effectiveness of the program will be measured using comparison data from the Winter Diagnostic Assessment and Performance Matters Assessments.

Strategy: Extended School Day

Minutes added to school year: 1,500

Summer Reading Enrichment program for all students including incoming sixth graders

Strategy Rationale

Research supports a correlation of increased scores on standarsized test scores for students who have increased number of minutes reading

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Griffith, Martha, martha.griffith@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

ELA teachers will collect projects during the first week of school and provide extra credit for participation. Participation rates will be reported to administration. In addition, FSA achievement scores will be analyzed.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. This discussion includes data analysis and linking data to effective instructional techniques. The administrative team monitors this collaboration process and works to link improvement results in instructional practice to student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance counseling sessions, course selection, choice programs, high school specialized Choice Program and Career Academy presentations. Active Career and Technical Student Organization such as, Future Business Leaders of America (FBLA), guest speakers, Junior Achievement, Young Entrepreneur Academy (YEA) program, leadership field trips, business seminars and local and state competitions in business related areas.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Sixth grade students take Business Keyboarding (includes elements of career planning, workplace skills, and computer use and etiquette) . Seventh and eighth grade students have the opportunity to take one semester of Computer Applications in Business 1 and 2 (includes elements of career planning, workplace skills, and computer use and etiquette). Pre-Academy of Finance students

participate in a track which includes Business Leadership Skills, Computer Applications in Business 2 and 3, Fundamentals of Finance and Computing for College and Careers (all courses in this track include concentration on career planning and post-secondary readiness). Students participating in Computing for College and Careers have the opportunity to earn industry certification as CIW Business Internet Associate.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The school integrates Career and Technical Education with academic courses by incorporating classes for all incoming sixth graders. Our Pre-Academy of Finance offers a variety of career and technical education choices. Career exploration is incorporated in all social studies classes in the use of a computerized program Study Island. All students have access to computer applications in business courses.
These programs include industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take throughout the year.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we increase engagement using the Florida ELA Standards and FSA Writing Rubric across all content areas, then we strengthen reading and writing proficiency for all students.

G2.   If we use data analysis and progress monitoring in all subjects then we will increase performance in all areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase engagement using the Florida ELA Standards and FSA Writing Rubric across all content areas, then we strengthen reading and writing proficiency for all students. `1a`

🔍 G075088

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	70.0
Writing Gains District Assessment	70.0

Resources Available to Support the Goal `2`

- Florida Standards Writing Rubric
- Florida Standards Item Specs for ELA
- Florida Standards for Literacy in Social Studies
- Florida Standards for Literacy in Science and Technical subjects
- Reading Plus computer based program
- District initiated professional development
- School-wide professional development
- Palm Beach Performance Assessments

Targeted Barriers to Achieving the Goal `3`

- New Florida Standards assessment with unknown cut scores

Plan to Monitor Progress Toward G1. `8`

Administration and department leaders will monitor for fidelity in the use of written response, FSA rubric, and academic scales.

Person Responsible
Phillip D'amico

Schedule
Monthly, from 10/31/2015 to 5/29/2016

Evidence of Completion
Lesson Plans, Marzano observation data, writing portfolios

G2. If we use data analysis and progress monitoring in all subjects then we will increase performance in all areas. 1a

G075089

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	3.0
Math Gains District Assessment	3.0
Civics EOC Pass	3.6
ELA Achievement District Assessment	3.0

Resources Available to Support the Goal 2

- In school Professional Development (LTM's, Professional Development Days)
- District offered trainings
- E-Learning Management course offerings
- Performance Matters comparative data
- EDW reports
- Classroom assessments
- Florida Standards Quizzes and Unit Standard Assessments
- ReadingPlus
- Study Island

Targeted Barriers to Achieving the Goal 3

- Effective use of available, student specific data

Plan to Monitor Progress Toward G2. 8

Comparative student data using Performance Matters, FSA and EDW.

Person Responsible
Kate Wynn

Schedule
Monthly, from 10/31/2015 to 6/5/2016

Evidence of Completion
Data coach and administrative team will meet to review data and track data for targeted students.

Plan to Monitor Progress Toward G2. 8

Student growth reports pertaining to student achievement in reading and math using formative data.

Person Responsible
Mary Raiford

Schedule
Monthly, from 10/2/2015 to 6/5/2016

Evidence of Completion
Monthly agenda meeting minutes with department leaders pertaining to student data.

Plan to Monitor Progress Toward G2. 8

Schedule student led data conferences times with classroom teachers and administrative student led conferences with students performing in the lowest 25%. (Administrators will be assigned by grade level)

Person Responsible
Phillip D'amico

Schedule
Semiannually, from 1/30/2016 to 3/2/2016

Evidence of Completion
Teachers will keep a record of student conferences, administration will keep a record of Lowest 25% conferences by grade level.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we increase engagement using the Florida ELA Standards and FSA Writing Rubric across all content areas, then we strengthen reading and writing proficiency for all students. [1]

🔑 G075088

G1.B1 New Florida Standards assessment with unknown cut scores [2]

🔑 B196074

G1.B1.S1 Continue on-going professional development on the use of the Florida Standards writing rubrics & strategies and incorporating academic scales for literacy standards. [4]

🔑 S207796

Strategy Rationale

If teachers and students better understand the use of the rubric and academic scales and incorporate the literacy standards in all content areas, there will be a positive outcome on student achievement.

Action Step 1 [5]

Teachers receive on going training utilizing the Florida Standards rubric as a formative assessment.

Person Responsible

Carmen McKenzie

Schedule

Quarterly, from 8/11/2015 to 6/5/2016

Evidence of Completion

PDD and LTM agendas

Action Step 2 `5`

Teachers will receive training on effective use of academic scales.

Person Responsible

Mary Raiford

Schedule

Quarterly, from 9/1/2015 to 5/1/2016

Evidence of Completion

PDD and LTM agendas

Action Step 3 `5`

Monitor the use of literacy assignments and assessments in all classrooms including content areas.

Person Responsible

Mary Raiford

Schedule

Quarterly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Lesson plans, walkthoughs and observations

Action Step 4 `5`

Provide tutorial sessions for students scoring in the lower quadrants of the FSA, FSQ, and USA.

Person Responsible

Phillip D'amico

Schedule

Semiannually, from 12/2/2015 to 5/1/2016

Evidence of Completion

Spreadsheet with pre and post results

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Analyze proficiency and growth of writing achievement through the use of Performance Matters assessment data and teacher formative data

Person Responsible

Martha Griffith

Schedule

Quarterly, from 9/30/2015 to 5/31/2016

Evidence of Completion

Data Binder with Palm Beach Performance scores of students, Student portfolios

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analyze student writing data growth.

Person Responsible

Kate Wynn

Schedule

Quarterly, from 9/30/2015 to 5/29/2016

Evidence of Completion

Performance Matters and EDW reports

G2. If we use data analysis and progress monitoring in all subjects then we will increase performance in all areas. 1

🔍 G075089

G2.B1 Effective use of available, student specific data 2

🔍 B196078

G2.B1.S1 Use a Data Coach to assist and Monitor achievement in sub groups as applicable. 4

🔍 S207798

Strategy Rationale

With an effective data leader, the teachers will have better access to effective reports and relevant student data.

Action Step 1 5

The Data coach will pull comparative data to share with teachers.

Person Responsible

Kate Wynn

Schedule

Quarterly, from 10/31/2015 to 6/1/2016

Evidence of Completion

Faculty meetings, PDD and LTM agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrative team will monitor department meetings

Person Responsible

Phillip D'amico

Schedule

Monthly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Agendas from department meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

The Data coach will monitor student achievement using diagnostic data.

Person Responsible

Kate Wynn

Schedule

Quarterly, from 10/31/2015 to 6/1/2016

Evidence of Completion

Data reports from EDW, FSA, and Performance Matters.

G2.B1.S2 Train department leaders and teachers how to use the Baseball card reports in Performance Matters to track student progress using the Florida Standards Quizzes and Unit Standards Assessments `4`

🔑 S207799

Strategy Rationale

By training department leaders as expert trainers, they will be able to more effectively teach their team members how to monitor and track progress of individual students and groups of students.

Action Step 1 `5`

Department Leaders will be trained in the use of reports in Performance Matters (Train-the-Trainer model)

Person Responsible

Kate Wynn

Schedule

Quarterly, from 10/9/2015 to 5/29/2016

Evidence of Completion

Agendas and data report

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Department Leaders will pull data at the completion of each diagnostic window and analyze results within departments.

Person Responsible

Mary Raiford

Schedule

Semiannually, from 10/31/2015 to 5/29/2016

Evidence of Completion

Data reports and Department meeting agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Student achievement and growth on FSA diagnostics.

Person Responsible

Kate Wynn

Schedule

Semiannually, from 1/30/2016 to 8/1/2016

Evidence of Completion

Data reports on FSA Diagnostics and FSA scores

G2.B1.S3 Have student led data conferences to guide students to better understand their growth potential. `4`

Strategy Rationale

S207800

With students having a better understanding of their scores and taking ownership of their data, there is and increased potential for individual student achievement gains.

Action Step 1 `5`

Administration will oversee student led conferences to discuss individual student achievement.

Person Responsible

casey Runner

Schedule

Semiannually, from 1/30/2015 to 5/29/2016

Evidence of Completion

Conference notes

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Administration will monitor using a checklist for teacher/student led conferences and for admin conferences.

Person Responsible

Kate Wynn

Schedule

Semiannually, from 1/30/2016 to 1/30/2016

Evidence of Completion

Spreadsheet

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Administrative team and leadership team will monitor diagnostic data and FSA achievement data when it becomes available.

Person Responsible

Mary Raiford

Schedule

Quarterly, from 10/31/2015 to 6/5/2016

Evidence of Completion

FSA diagnostic data using Performance Matters and FSA achievement data when it becomes available

G2.B1.S4 Increase awareness of Florida Standards Assessment Scoring and updates as they are provided by the state. `4`

🔧 S207801

Strategy Rationale

If teachers and students have a better awareness of Florida Standards Assessment then student achievement will be positively impacted.

Action Step 1 `5`

Provide Professional Development on the Florida Standard Assessment scoring implications.

Person Responsible

Mary Raiford

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Professional Development agendas, LTM agendas, Department Chair agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S4 `6`

Provide Professional Development on the Florida Standard Assessment scoring implications.

Person Responsible

Mary Raiford

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Professional Development agendas, LTM agendas, Department Chair agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 `7`

Provide Professional Development on the Florida Standard Assessment scoring implications.

Person Responsible

Mary Raiford

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Professional Development agendas, LTM agendas, Department Chair agendas, FSA achievement data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers receive on going training utilizing the Florida Standards rubric as a formative assessment.	McKenzie, Carmen	8/11/2015	PDD and LTM agendas	6/5/2016 quarterly
G2.B1.S1.A1	The Data coach will pull comparative data to share with teachers.	Wynn, Kate	10/31/2015	Faculty meetings, PDD and LTM agendas	6/1/2016 quarterly
G2.B1.S2.A1	Department Leaders will be trained in the use of reports in Performance Matters (Train-the-Trainer model)	Wynn, Kate	10/9/2015	Agendas and data report	5/29/2016 quarterly
G2.B1.S3.A1	Administration will oversee student led conferences to discuss individual student achievement.	Runner, casey	1/30/2015	Conference notes	5/29/2016 semiannually
G2.B1.S4.A1	Provide Professional Development on the Florida Standard Assessment scoring implications.	Raiford, Mary	10/1/2015	Professional Development agendas, LTM agendas, Department Chair agendas	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Teachers will receive training on effective use of academic scales.	Raiford, Mary	9/1/2015	PDD and LTM agendas	5/1/2016 quarterly
G1.B1.S1.A3	Monitor the use of literacy assignments and assessments in all classrooms including content areas.	Raiford, Mary	9/8/2015	Lesson plans, walkthoughs and observations	6/1/2016 quarterly
G1.B1.S1.A4	Provide tutorial sessions for students scoring in the lower quadrants of the FSA, FSQ, and USA.	D'amico, Phillip	12/2/2015	Spreadsheet with pre and post results	5/1/2016 semiannually
G1.MA1	Administration and department leaders will monitor for fidelity in the use of written response, FSA rubric, and academic scales.	D'amico, Phillip	10/31/2015	Lesson Plans, Marzano observation data, writing portfolios	5/29/2016 monthly
G1.B1.S1.MA1	Analyze student writing data growth.	Wynn, Kate	9/30/2015	Performance Matters and EDW reports	5/29/2016 quarterly
G1.B1.S1.MA1	Analyze proficiency and growth of writing achievement through the use of Performance Matters assessment data and teacher formative data	Griffith, Martha	9/30/2015	Data Binder with Palm Beach Performance scores of students, Student portfolios	5/31/2016 quarterly
G2.MA1	Comparative student data using Performance Matters, FSA and EDW.	Wynn, Kate	10/31/2015	Data coach and administrative team will meet to review data and track data for targeted students.	6/5/2016 monthly
G2.MA2	Student growth reports pertaining to student achievement in reading and math using formative data.	Raiford, Mary	10/2/2015	Monthly agenda meeting minutes with department leaders pertaining to student data.	6/5/2016 monthly
G2.MA3	Schedule student led data conferences times with classroom teachers and administrative student led conferences with students performing in the lowest 25%. (Administrators will be assigned by grade level)	D'amico, Phillip	1/30/2016	Teachers will keep a record of student conferences, administration will keep a record of Lowest 25% conferences by grade level.	3/2/2016 semiannually
G2.B1.S1.MA1	The Data coach will monitor student achievement using diagnostic data.	Wynn, Kate	10/31/2015	Data reports from EDW, FSA, and Performance Matters.	6/1/2016 quarterly
G2.B1.S1.MA1	Administrative team will monitor department meetings	D'amico, Phillip	9/2/2015	Agendas from department meetings	6/1/2016 monthly
G2.B1.S2.MA1	Student achievement and growth on FSA diagnostics.	Wynn, Kate	1/30/2016	Data reports on FSA Diagnostics and FSA scores	8/1/2016 semiannually
G2.B1.S2.MA1	Department Leaders will pull data at the completion of each diagnostic window and analyze results within departments.	Raiford, Mary	10/31/2015	Data reports and Department meeting agendas	5/29/2016 semiannually
G2.B1.S3.MA1	Administrative team and leadership team will monitor diagnostic data and FSA achievement data when it becomes available.	Raiford, Mary	10/31/2015	FSA diagnostic data using Performance Matters and FSA achievement data when it becomes available	6/5/2016 quarterly
G2.B1.S3.MA1	Administration will monitor using a checklist for teacher/student led conferences and for admin conferences.	Wynn, Kate	1/30/2016	Spreadsheet	1/30/2016 semiannually
G2.B1.S4.MA1	Provide Professional Development on the Florida Standard Assessment scoring implications.	Raiford, Mary	10/1/2015	Professional Development agendas, LTM agendas, Department Chair agendas, FSA achievement data	5/31/2016 monthly
G2.B1.S4.MA1	Provide Professional Development on the Florida Standard Assessment scoring implications.	Raiford, Mary	10/1/2015	Professional Development agendas, LTM agendas, Department Chair agendas	5/31/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase engagement using the Florida ELA Standards and FSA Writing Rubric across all content areas, then we strengthen reading and writing proficiency for all students.

G1.B1 New Florida Standards assessment with unknown cut scores

G1.B1.S1 Continue on-going professional development on the use of the Florida Standards writing rubrics & strategies and incorporating academic scales for literacy standards.

PD Opportunity 1

Teachers receive on going training utilizing the Florida Standards rubric as a formative assessment.

Facilitator

Carmen Mckenzie, Casey Runner

Participants

All teachers

Schedule

Quarterly, from 8/11/2015 to 6/5/2016

PD Opportunity 2

Teachers will receive training on effective use of academic scales.

Facilitator

Mary Raiford and District Personnel

Participants

All Teachers

Schedule

Quarterly, from 9/1/2015 to 5/1/2016

PD Opportunity 3

Monitor the use of literacy assignments and assessments in all classrooms including content areas.

Facilitator

Mary Raiford

Participants

All teachers

Schedule

Quarterly, from 9/8/2015 to 6/1/2016

G2. If we use data analysis and progress monitoring in all subjects then we will increase performance in all areas.

G2.B1 Effective use of available, student specific data

G2.B1.S1 Use a Data Coach to assist and Monitor achievement in sub groups as applicable.

PD Opportunity 1

The Data coach will pull comparative data to share with teachers.

Facilitator

Professional Development Team

Participants

All teachers

Schedule

Quarterly, from 10/31/2015 to 6/1/2016

G2.B1.S2 Train department leaders and teachers how to use the Baseball card reports in Performance Matters to track student progress using the Florida Standards Quizzes and Unit Standards Assessments

PD Opportunity 1

Department Leaders will be trained in the use of reports in Performance Matters (Train-the-Trainer model)

Facilitator

Kate Wynn or designee

Participants

All teachers

Schedule

Quarterly, from 10/9/2015 to 5/29/2016

G2.B1.S3 Have student led data conferences to guide students to better understand their growth potential.

PD Opportunity 1

Administration will oversee student led conferences to discuss individual student achievement.

Facilitator

Casey Runner

Participants

All teachers

Schedule

Semiannually, from 1/30/2015 to 5/29/2016

G2.B1.S4 Increase awareness of Florida Standards Assessment Scoring and updates as they are provided by the state.

PD Opportunity 1

Provide Professional Development on the Florida Standard Assessment scoring implications.

Facilitator

Mary Raiford

Participants

All Teachers

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers receive on going training utilizing the Florida Standards rubric as a formative assessment.					$0.00
2	G1.B1.S1.A2	Teachers will receive training on effective use of academic scales.					$0.00
3	G1.B1.S1.A3	Monitor the use of literacy assignments and assessments in all classrooms including content areas.					$0.00
4	G1.B1.S1.A4	Provide tutorial sessions for students scoring in the lower quadrants of the FSA, FSQ, and USA.					$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1971 - Watson B. Duncan Middle School	School Improvement Funds		$2,000.00	
			Notes: up to 2,000				
5	G2.B1.S1.A1	The Data coach will pull comparative data to share with teachers.					$0.00
6	G2.B1.S2.A1	Department Leaders will be trained in the use of reports in Performance Matters (Train-the-Trainer model)					$0.00
7	G2.B1.S3.A1	Administration will oversee student led conferences to discuss individual student achievement.					$0.00
8	G2.B1.S4.A1	Provide Professional Development on the Florida Standard Assessment scoring implications.					$0.00
						Total:	$2,000.00