Watson B. Duncan Middle School

2017-18 Schoolwide Improvement Plan

Watson B. Duncan Middle School

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

https://wbdm.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

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 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Watson B. Duncan Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. Our English Language Arts sixth, seventh and eighth grade classes infuse Holocaust studies using novels in their classrooms. Our seventh grade students are also completing a book study with the book "The Misfits" to help better understand bullying and acceptance of all people.

By following Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices,
Strategic Initiative #7: Ensure a comprehensive "Single School Culture" in every School, Strategic Initiative #9: Develop an approach for bullying prevention, we have an established single school. Culture for Academics, Behavior, and Climate to more effectively bring all stakeholders together and working towards a common goal of a positive school climate and appreciation for multicultural diversity. Single School Culture for academics is addressed through learning communities, professional development and common planning. Teachers receive training and participate in regularly scheduled professional learning communities that include the following research based procedures:
• Articulation of academic targets – unpacking of standards
• Development of a data stream including use of google classroom

• Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
• Alignment of curriculum/instruction/assessment to standards
• Sharing strategies for corrective instruction

Teachers attend weekly professional learning community meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive, reteach instruction and collaborate to develop more rigorous and relevant lessons using standards based instruction. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth.

In addition, students are involved in their learning and the assessment process by understanding academic scales and assessing their level of understanding using the standards based academic scales. Students learn to articulate the academic targets, analyze their own data, derive feedback, and help develop their plan for learning. Students are also encouraged to become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.
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, and responsibility. In addition, the teachers have a poster size matrix displayed in their classrooms that stresses the same three principles. The stakeholders demonstrate and articulate the practices of 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, guidance counselors provide professional development in effective methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior in the classroom and at 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.

All students, including SWDs are given equal consideration in all aspects of rewards and recognition Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

c. 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 implementation, spotlighting success, Panther Proud initiative, Game ball presentation to faculty members. positive rewards for campus and lunchroom clean up and acts of kindness recognition. 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.

d. 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, DATA counselor, guidance counselors and leadership team have a Check-in and Connect with system which is implemented with identified 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 with system also includes behavioral and academic checklists when applicable. This data is also monitored for effectiveness with students, teachers and administration to ensure fidelity 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.

This year, we have increased the capacity for our leadership class for all grade levels. These classes follow the curriculum from Capturing Kids Hearts through the Flippen Group. These classes are designed to assist students in developing healthy self concepts, healthy relationships and a personal sense of self. The research based strategies are also designed to strengthen academic performance and student/teacher connectivity.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 including number of absences, OSS for referrals to SBT. Teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. Absences are monitored by our administrators, 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 decisions, 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, Google Drive documents and faculty meetings when applicable. In addition, guidance

and DATA counselors work individually with teachers and students, once students that may need additional services are identified.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	2	13	23	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	33	50	56	0	0	0	0	139
Course failure in ELA or Math	0	0	0	0	0	0	21	20	23	0	0	0	0	64
Level 1 on statewide assessment	0	0	0	0	0	0	76	89	102	0	0	0	0	267

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	29	38	52	0	0	0	0	119

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

We have Effective multi-disciplinary teams in place to problem solve and create action plans. Intervention strategies include:
Our DATA counselor, guidance counselors, ESE contact and administration work closely with School Based Team and child study team to problem solve and create action plans as applicable.
Our academic interventions include Read180 in our intensive reading classes, individualized interventions using ReadingPlus, Study Island, IExcel, small group differentiated instruction 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, 504 plans and IEP goals (if applicable) are always considered and included in the decision making process for all intervention strategies.
Evidence based intervention strategies and Best Practices for Inclusive Education (BPIE) are considered when planning intervention strategies to help close the achievement gap including parent/guardian collaboration/education and targeted solution-focused counseling.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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 Community Business Partners program. Our school stakeholders also collaborate together to raise funds and participate in community outreach programs including, Walk MS for Multiple Sclerosis, 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 2017-2018
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, text messaging 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.
As part of our single school culture, we include positive notes home, middle to high school transition meetings for parents and students and student data chats.
Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey and BPIE survey).

2. 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 Community Business Partner relationships. We have active participation with PTO and many area businesses. Our Business Partner community coordinator has developed relationships with numerous parents and community leaders. We offer recognition to our Community 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 currently specifically working to gain overall support from our business partners especially in the area of school technology to help meet our school digital needs.
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, transition meetings and email.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
D'Amico, Phillip	Principal
Raiford, Mary	Assistant Principal
Wynn, Kate	Assistant Principal
LaPaglia, Melissa	School Counselor
Vereen, Milranda	Assistant Principal
Runner, Casey	Administrative Support
Gilmore, Bob	Other
Bohne, Sean	Assistant Principal

b. Duties

1. 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 Instructional practices and school climate. The principal facilitates the implementation of professional learning communities within departments and grade levels. 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.The assistant principal support the facilitation and implementation of professional learning communities within departments and grade levels.

Professional School Counselors –
Coordinate implementation of Tier 2 and Tier 3 interventions. Provide services and expertise on issues ranging from RtI Team design, scheduling and assessment and intervention with individual students. School counselors provide services to students, parents, school staff and the community in Core Curriculum and Individual Student Planning. School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans. Coordinate Responsive Services including small group and individual counseling and referral for

additional services as needed.

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 of ESOL strategies and academic strategies to support ESE/504 learners using differentiated instruction. 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 –
Department leaders assist in the collaborations process of during the professional learning community team meetings. Dept Leaders process and 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. Works with students both individually and in small groups, conducts classroom presentations, trains and consults on prevention issues with school staff, refers and follows up with students and families needing additional services. Provides School Wide Awareness to help change the attitudes about Alcohol Tobacco and other Drugs, includes parents as collaborative partners through parent workshops.

2. 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 administrative team gathers data to identify struggling students, eliminate ineffective practices, and develop and implement effective differentiated interventions to address student needs. Data-based decision making and problem solving processes are utilized in our Professional Learning Communities which meet twice per week. We use a tiered model of delivery of instruction (core, supplemental, intensive). School based literacy team meetings, School Based team, SwPBS and safety meetings occur monthly.

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.

The administrative team gathers data to identify struggling students, eliminate ineffective practices, and develop and implement effective differentiated interventions to address student needs. Data-based decision making and problem solving processes are utilized in our Professional Learning Communities. We use a tiered model of delivery of instruction (core, supplemental, intensive). School based literacy team meetings (SBT), SwPBS meetings, PLCs, Literacy Learning Council all occur monthly

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Bob Gilmore	Teacher
Sarah Cushman	Parent
Susan Van Martin	Parent
Phillip D'Amico	Principal
Amy Barnett	Parent
Ava Wohner	Business/Community
Henry Taramona	Education Support Employee
Tania Valentine	Student
Toan Le	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC meets monthly where committees present information pertinent to the school and overall school improvement. 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 understanding the district strategic plan, the decision was made to modify our plan to align with the district strategic plan and long term outcomes.
The budget items currently under review include money to be spent on tutorial programs and outside professional development on high expectations and standards based instruction.

b. 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.

c. 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 2017-18 is $8,628.00.

2. 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 approximate projected breakdown thus far for the 17-18 school year is as follows:

Tutorial Program $1800.00
Positive Behavior Incentives $1,000.00
I-EXCEL for ESE students $249.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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
Bohne, Sean	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 9) Promote reading and writing across all content areas using complex, on grade level text 10) All teachers will use and implement strategies from the Florida Standards Writing Rubric 11) 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue we have here at WBDMS for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Each content area and/or grade level meets two times per week for a total of approximately 90 minutes per week. 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 including information. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate. Improvement is monitored and instruction is modified as needed based on decisions made through collaboration.
Professional Learning Community meetings include collaborate planning. Meetings are reflected in general and special education staff schedules. Instructional plans are 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.

2. 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.

3. 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.
In addition, the department and subject area professional learning communities are utilized to promote lesson plan sharing and collaboration among all teachers for addrtional new teacher support

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

•Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
•Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

There is an alignment of all curriculum and instructional materials to the Florida Standards. There is ongoing use of Professional 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 is Math Nation. Students in Alg. 1, Alg. 2 and Geometry are currently using Math Nation as a supplement to the HMH Larson textbook. Math Nation offers students online tutorials and are aligned with Florida Standards. Go Math consumables are for all other math classes in each grade level. Math teachers also utlize Khan academy to provide timely instruction related to the standards.

ELA is using the online textbook 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 fourth 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. We have also purchased the TOP Score writing program for our ELA and reading teachers to utilize as a resource for instruction on reading comprehension and writing

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 use the district approved textbooks which include the NGSSS tested standards. Earth space science is a high school credit course with a district approved textbook.
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 weekly professional learning community meetings, there is focus on effective standards based instruction, common lesson planning unpacking the standards pertaining to individual subjects and data review as needed. The department instructional leader is a resource for the teachers. The textbooks that are utilized in Social Studies are McGraw Hill- Gateway to American Government, Discovering our Past history of the United States and Discovering our Past history of our World.
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 students in their ELA classes 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. WE use I-Excel in our ESE classrooms which is also aligned to the 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.
The pillars of effective instruction strategies and standards based instruction are utilized in fines arts programs

b. Instructional Strategies

1. 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
•Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
•Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

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 differentiated instruction. Instruction is provided for both push and pull out services for ELL and ESE students. 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 through 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 provided 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.

2. 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. The tutorials will encompass Strategic Initiative #1 utilizing the pillars of effective instruction to increase the academic achievement of all students
and Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices

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 standardized test scores for students who have increased number of minutes reading.

Strategy Purpose(s)

- Enrichment

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 and projects featured in our school media center. This includes utilization of Strategic Initiative #1: Define pillars of effective instruction to increase the academic achievement of all students

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 professional learning communities that meet 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 to foster effective standards based instruction. The administrative team monitors this collaboration process and monitors data to improve results in instructional practices to enhance student performance. This includes Strategic Initiative #1: Define pillars of effective instruction to increase the academic achievement of all students and Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices.

Students have opportunities to meet with our professional school counselors on an as needed basis to discuss future goals. The counselors also provide whole group learning opportunities about careers and college and career readiness. The administrative team oversees a middle school transition night to familiarize new and incoming sixth graders and parents on the changes that will be occurring as students transition from elementary to middle school. Students and parents are also offered conference opportunities with the administrative team as needed to discuss college and career readiness.
The administrative team leads personalized transition meetings for all eighth grade students and parents to facilitate the discussion of specific student data and the characteristics and requirements needed for effective high school readiness and middle to high school transition. We have a Choice

Program Open House for parents and students to learn about the opportunities available within our academies as well as high school academies. Additionally, we host high school visits for our 8th grade students to ensure they have all the necessary information to continue their education and career planning at area high schools.

b. College and Career Readiness

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

WBDMS partners with community business partners to advance college and career readiness. Guidance counseling sessions, course selection, choice programs, high school specialized Choice Program and Career Academy presentations are all included throughout the school year. We have Active Career and Technical Student Organizations and activities that are offered 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.

2. 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 Computer Apps in Business 1, Business Leadership Skills, Computer Applications in Business 2 and 3, Fundamentals of Finance and Fundamentals of Web & Software Development (all courses in this track include concentration on career planning and post-secondary readiness). Students participating in Fundamentals of Web & Software Development have the opportunity to earn an industry certification in CIW Site Development Associate.

3. 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 keyboarding 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. In addition to Study Island in our social studies classes our guidance counselors go into each class and present and help students navigate through My Career Shines. A My Career Shines is a comprehensive education and career planning system that helps students succeed in the increasingly competitive global economy. Students learn about themselves, discover many options and opportunities for their future, and gain access to the information and tools to achieve their goals. All students also have access to computer applications in business courses.
Some of these classes offer industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take throughout the year and transitioning into high school.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 provide effective and relevant instruction through personalized standards based instruction to the full intent and rigor of the standards, incorporating the pillars of effective instruction, then we will ensure high school readiness.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction through personalized standards based instruction to the full intent and rigor of the standards, incorporating the pillars of effective instruction, then we will ensure high school readiness. 1a

🔑 G094949

Targets Supported 1b

Indicator	Annual Target
High School Readiness	85.0
FSA ELA Achievement	70.0
Writing Gains District Assessment	70.0
FSA Mathematics Achievement	78.0
Statewide Science Assessment Achievement	68.0
Civics EOC Pass	85.0
High School Readiness	75.0
Middle School Acceleration	88.0

Targeted Barriers to Achieving the Goal 3

- Lack of shared commitment and collective responsibility which diminishes personalized learning opportunities for all students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards Writing Rubric

- Florida Standards Item Specs for ELA, Math, Civics and Science

- 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

- Florida Standards for ESOL

- Professional Learning Communities

- Study Island

- Read 180

- Targeted tutorial programs for specific subjects

- Palm Beach Performance

- Palm Beach Model of Instruction based on Marzano - resources

- Math Nation

- Digital resources including google classroom. and instructional apps

- Khan Academy

- Top Score Writing

- Imagine Learning

- I Excel

Plan to Monitor Progress Toward G1. 8

Instructional leaders will monitor and analyze data reports throughout the year to ensure fidelity of implementation.

Person Responsible
Mary Raiford

Schedule
Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion
Lesson Plans, Marzano observation data, PDD agendas, instructional rounds, schedules, sign-in sheets, data reports from Performance Matters, EDW, Palm Beach Performance, Study Island, Winter Diagnostics, ReadingPlus, FSA and EOC. PLC's agendas, pre and post tests for targeted tutorials, tutorial attendance sheets, school climate surveys, Google survey data.

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 provide effective and relevant instruction through personalized standards based instruction to the full intent and rigor of the standards, incorporating the pillars of effective instruction, then we will ensure high school readiness. 1

🔑 G094949

G1.B5 Lack of shared commitment and collective responsibility which diminishes personalized learning opportunities for all students 2

🔑 B255488

G1.B5.S1 Continue to facilitate the effective implementation of professional learning communities for all instructional staff incorporating the pillars of effective instruction using effective personalized standards based instruction to the full intent and rigor of the standard. 4

🔑 S269997

Strategy Rationale

Research supports that effective professional learning communities will help build teacher capacity as teachers share and reflect on effective standards based teaching strategies.

Action Step 1 5

Administration will build capacity for teacher groups to incorporate the pillars of instruction within Professional Learning Communities incorporating collaboration and effective personalized standards based instruction.

Person Responsible

Mary Raiford

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Input from instructional leaders from each professional learning team, PLC meeting agendas, Classroom observations, lesson plans, student data analysis.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 [6]

Administration will attend PLC's as needed to ensure effective implementation and provide planning time in the master schedule.

Person Responsible

Phillip D'Amico

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Agendas, lesson plans, Marzano observation data, PLC attendance sheets

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 [7]

We will monitor student achievement data, lesson plans, PLC agendas, observation of standards based lessons.

Person Responsible

Mary Raiford

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Palm Beach Model of Instruction observation data, lesson plans, student achievement data

G1.B5.S2 Provide additional remediation and differentiated instruction for students scoring in the lowest 30 percent in reading and math. 4

🔑 S269998

Strategy Rationale

If we provide effective targeted tutorials for selected students we will increase the social/emotional and academic development of students thereby enhancing our school climate and student achievement.

Action Step 1 5

Targeted Tutorials will be held before, during, and after school to provide additional assistance to students performing in the lowest 30 percentile.

Person Responsible

Mary Raiford

Schedule

Weekly, from 10/9/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, pre post performance data.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Monitor comparative data using Performance Matters, EDW, and formative assessments. Utilize school survey information to track school climate and perceptions.

Person Responsible

Mary Raiford

Schedule

Monthly, from 10/9/2017 to 5/18/2018

Evidence of Completion

Pre and post tutorial data and FSA data, school climate surveys

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

Analyze comparative data using Performance Matters, EDW, and formative assessments and utilize school survey information to track school climate and perceptions to determine academic growth and enhanced school climate perception.

Person Responsible

Mary Raiford

Schedule

Monthly, from 10/9/2017 to 6/1/2018

Evidence of Completion

Data reports and climate surveys.

G1.B5.S3 Ensure a positive school wide culture and resources for students to feel safe, supported and cared for by the school and community stakeholders incorporating the pillars of effective instruction including a positive and supportive school climate. `4`

🔑 S269999

Strategy Rationale

If students feel empowered and supported through high expectations, they will be college and career ready.

Action Step 1 `5`

Ensure effective School wide Single School Culture through the SWPBS team

Person Responsible

Milranda Vereen

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Parent, Teacher and Student Surveys, Discipline Data, SBT and ESE data

Plan to Monitor Fidelity of Implementation of G1.B5.S3 `6`

The administration will ensure monthly meetings are adhered to and communication with faculty

Person Responsible

Milranda Vereen

Schedule

Every 3 Weeks, from 8/21/2017 to 6/1/2018

Evidence of Completion

SEQ Data for parent, student and staff, Discipline Dashboard Data, SWPBS agendas

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 `7`

SEQ data, SBT data and monthly meeting data will be used to determine effectiveness

Person Responsible

Mary Raiford

Schedule

On 6/1/2018

Evidence of Completion

SEQ Data for parent, student and staff, Discipline Dashboard Data, SWPBS agendas

G1.B5.S4 Ensure effective instructional rounds implementation to allow teachers opportunities to share best practices within our school and support the pillars of effective instruction. 4

🔑 S270000

Strategy Rationale

If we allow teachers to collaborate and share and observe best practices, instructional capacity will be enhanced.

Action Step 1 5

Provide time and resources for teacher led instructional rounds

Person Responsible

Kate Wynn

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Google Survey and teacher feedback on the instructional rounds

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Agendas, sign in sheets, follow up discussion, Google Survey, Teacher classroom observations

Person Responsible

Kate Wynn

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Agendas, sign in sheets, follow up discussion, Google survey

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 `7`

Google Survey, teacher feedback and classroom instructional strategies

Person Responsible

Kate Wynn

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Google survey, Effective instructional strategies implemented using Palm Beach Model of Instruction

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B5.S2.MA1 M385792	Monitor comparative data using Performance Matters, EDW, and formative assessments. Utilize school...	Raiford, Mary	10/9/2017	Pre and post tutorial data and FSA data, school climate surveys	5/18/2018 monthly
G1.B5.S2.A1 A361124	Targeted Tutorials will be held before, during, and after school to provide additional assistance...	Raiford, Mary	10/9/2017	Sign-in sheets, pre post performance data.	5/25/2018 weekly
G1.MA1 M385797	Instructional leaders will monitor and analyze data reports throughout the year to ensure fidelity...	Raiford, Mary	8/21/2017	Lesson Plans, Marzano observation data, PDD agendas, instructional rounds, schedules, sign-in sheets, data reports from Performance Matters, EDW, Palm Beach Performance, Study Island, Winter Diagnostics, ReadingPlus, FSA and EOC. PLC's agendas, pre and post tests for targeted tutorials, tutorial attendance sheets, school climate surveys, Google survey data.	6/1/2018 monthly
G1.B5.S1.MA1 M385789	We will monitor student achievement data, lesson plans, PLC agendas, observation of standards based...	Raiford, Mary	8/21/2017	Palm Beach Model of Instruction observation data, lesson plans, student achievement data	6/1/2018 monthly
G1.B5.S1.MA1 M385790	Administration will attend PLC's as needed to ensure effective implementation and provide planning...	D'Amico, Phillip	8/21/2017	Agendas, lesson plans, Marzano observation data, PLC attendance sheets	6/1/2018 weekly
G1.B5.S1.A1 A361123	Administration will build capacity for teacher groups to incorporate the pillars of instruction...	Raiford, Mary	8/21/2017	Input from instructional leaders from each professional learning team, PLC meeting agendas, Classroom observations, lesson plans, student data analysis.	6/1/2018 monthly
G1.B5.S2.MA1 M385791	Analyze comparative data using Performance Matters, EDW, and formative assessments and utilize...	Raiford, Mary	10/9/2017	Data reports and climate surveys.	6/1/2018 monthly
G1.B5.S3.MA1 M385793	SEQ data, SBT data and monthly meeting data will be used to determine effectiveness	Raiford, Mary	8/21/2017	SEQ Data for parent, student and staff, Discipline Dashboard Data, SWPBS agendas	6/1/2018 one-time
G1.B5.S3.MA1 M385794	The administration will ensure monthly meetings are adhered to and communication with faculty	Vereen, Milranda	8/21/2017	SEQ Data for parent, student and staff, Discipline Dashboard Data, SWPBS agendas	6/1/2018 every-3-weeks
G1.B5.S3.A1 A361125	Ensure effective School wide Single School Culture through the SWPBS team	Vereen, Milranda	8/21/2017	Parent, Teacher and Student Surveys, Discipline Data, SBT and ESE data	6/1/2018 monthly
G1.B5.S4.MA1 M385795	Google Survey, teacher feedback and classroom instructional strategies	Wynn, Kate	10/2/2017	Lesson Plans, Google survey, Effective instructional strategies implemented using Palm Beach Model of Instruction	6/1/2018 quarterly
G1.B5.S4.MA1 M385796	Agendas, sign in sheets, follow up discussion, Google Survey, Teacher classroom observations	Wynn, Kate	10/2/2017	Agendas, sign in sheets, follow up discussion, Google survey	6/1/2018 quarterly
G1.B5.S4.A1 A361126	Provide time and resources for teacher led instructional rounds	Wynn, Kate	10/2/2017	Google Survey and teacher feedback on the instructional rounds	6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction through personalized standards based instruction to the full intent and rigor of the standards, incorporating the pillars of effective instruction, then we will ensure high school readiness.

G1.B5 Lack of shared commitment and collective responsibility which diminishes personalized learning opportunities for all students

G1.B5.S1 Continue to facilitate the effective implementation of professional learning communities for all instructional staff incorporating the pillars of effective instruction using effective personalized standards based instruction to the full intent and rigor of the standard.

PD Opportunity 1

Administration will build capacity for teacher groups to incorporate the pillars of instruction within Professional Learning Communities incorporating collaboration and effective personalized standards based instruction.

Facilitator

Administrative team

Participants

All Instructional Staff

Schedule

Monthly, from 8/21/2017 to 6/1/2018

G1.B5.S3 Ensure a positive school wide culture and resources for students to feel safe, supported and cared for by the school and community stakeholders incorporating the pillars of effective instruction including a positive and supportive school climate.

PD Opportunity 1

Ensure effective School wide Single School Culture through the SWPBS team

Facilitator

Milranda Vereen

Participants

All school staff

Schedule

Monthly, from 8/21/2017 to 6/1/2018

G1.B5.S4 Ensure effective instructional rounds implementation to allow teachers opportunities to share best practices within our school and support the pillars of effective instruction.

PD Opportunity 1

Provide time and resources for teacher led instructional rounds

Facilitator

Kate Wynn

Participants

Teachers

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

VI. Technical Assistance Items

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

G1. If we provide effective and relevant instruction through personalized standards based instruction to the full intent and rigor of the standards, incorporating the pillars of effective instruction, then we will ensure high school readiness.

G1.B5 Lack of shared commitment and collective responsibility which diminishes personalized learning opportunities for all students

G1.B5.S2 Provide additional remediation and differentiated instruction for students scoring in the lowest 30 percent in reading and math.

TA Opportunity 1

Targeted Tutorials will be held before, during, and after school to provide additional assistance to students performing in the lowest 30 percentile.

Facilitator

Administrative and Instructional Staff

Participants

Students

Schedule

Weekly, from 10/9/2017 to 5/25/2018

VII. Budget

1	G1.B5.S1.A1	**Administration will build capacity for teacher groups to incorporate the pillars of instruction within Professional Learning Communities incorporating collaboration and effective personalized standards based instruction.**				**$0.00**
2	G1.B5.S2.A1	**Targeted Tutorials will be held before, during, and after school to provide additional assistance to students performing in the lowest 30 percentile.**				**$1,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	1971 - Watson B. Duncan Middle School	School Improvement Funds		$1,800.00
3	G1.B5.S3.A1	**Ensure effective School wide Single School Culture through the SWPBS team**				**$0.00**
4	G1.B5.S4.A1	**Provide time and resources for teacher led instructional rounds**				**$0.00**
					Total:	**$1,800.00**