Watson B. Duncan Middle School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	45%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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.

Purpose and Outline of the SIP

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

Part I: School Information

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 Leadership Team

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

Duties

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

Principal
The Principal is responsible overseeing the operation of all areas of the school In addition, the facilitates and facilitating effective implementation in all areas of the school including safety, curriculum, professional development, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures. In addition, the principal 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.

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.

Early Warning Systems

Year 2017-18

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	33	42	51	0	0	0	0	126
One or more suspensions	0	0	0	0	0	0	37	75	42	0	0	0	0	154
Course failure in ELA or Math	0	0	0	0	0	0	14	16	11	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	0	0	0	68	84	100	0	0	0	0	252

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	43	65	49	0	0	0	0	157

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	30	29	27	0	0	0	0	86
Retained Students: Previous Year(s)	0	0	0	0	0	0	30	29	27	0	0	0	0	86

Date this data was collected
Wednesday 9/12/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest data component was ELA performance in the lowest 25%. This is a trend and the area that has lost the most points overall. In addition, our overall ELA gains declined by 3 points. Although ELA performance in the lowest 25% was our lowest performer, we also declined in Math Achievement, Math Gains (-3) and Math Lowest 25% (-3).

Which data component showed the greatest decline from prior year?

The data component that shows the greatest decline was our ELA lowest 25%.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average is our ELA lowest 25%.

Which data component showed the most improvement? Is this a trend?

1. The data component that showed the most improvement is Acceleration. Yes this is a trend and has gained for the past three years.
2. In addition, we have gained in overall ELA and Civics achievement.

Describe the actions or changes that led to the improvement in this area.

1. Our acceleration has improved because we have opened access to more students. All students that score level 3 or higher are enrolled in Alg. 1 by 8th grade.

2. The actions that have led to improvement in ELA and Civics achievement, teacher effectiveness, increased technology implementation, and professional learning community collaboration.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	66%	56%	53%	66%	55%	52%
ELA Learning Gains	58%	57%	54%	60%	56%	53%
ELA Lowest 25th Percentile	43%	49%	47%	44%	49%	45%
Math Achievement	68%	61%	58%	74%	59%	55%
Math Learning Gains	60%	61%	57%	69%	60%	55%
Math Lowest 25th Percentile	49%	54%	51%	46%	48%	47%
Science Achievement	66%	55%	52%	64%	54%	50%
Social Studies Achievement	82%	75%	72%	73%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	33 (2)	42 (13)	51 (23)	126 (38)
One or more suspensions	37 (33)	75 (50)	42 (56)	154 (139)
Course failure in ELA or Math	14 (21)	16 (20)	11 (23)	41 (64)
Level 1 on statewide assessment	68 (76)	84 (89)	100 (102)	252 (267)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	62%	53%	9%	52%	10%
	2017	65%	54%	11%	52%	13%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	62%	54%	8%	51%	11%
	2017	63%	55%	8%	52%	11%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
08	2018	70%	60%	10%	58%	12%
	2017	62%	56%	6%	55%	7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		8%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	59%	56%	3%	52%	7%
	2017	64%	55%	9%	51%	13%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2018	16%	39%	-23%	54%	-38%
	2017	36%	38%	-2%	53%	-17%
Same Grade Comparison		-20%				
Cohort Comparison		-48%				
08	2018	71%	65%	6%	45%	26%
	2017	69%	63%	6%	46%	23%
Same Grade Comparison		2%				
Cohort Comparison		35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	65%	54%	11%	50%	15%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	80%	72%	8%	71%	9%
2017	80%	73%	7%	69%	11%
Compare	0%				

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	91%	62%	29%	62%	29%
2017	95%	59%	36%	60%	35%
Compare		-4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	56%	44%
2017	100%	55%	45%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	39	33	36	42	32	38	48	70		
ELL	35	55	53	53	58	46	18	75			
ASN	79	77	62	89	87		70	96	90		
BLK	41	45	38	41	45	35	29	63	78		
HSP	66	59	40	68	62	50	74	81	88		
MUL	59	60	55	69	49		64	76	94		
WHT	71	58	46	74	62	57	73	85	92		
FRL	56	52	38	58	54	43	53	74	81		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	41	36	32	43	35	31	50	54		
ELL	36	57	55	45	49	31		59			
ASN	76	71	57	90	82	75	83	86	94		
BLK	36	49	39	39	47	35	35	51	88		
HSP	64	61	55	67	64	45	61	88	85		
MUL	74	73		71	60		87	83	95		
WHT	72	61	48	80	66	59	71	87	86		
FRL	53	53	44	58	55	44	53	72	85		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase learning gains for all students by providing effective, personalized standards-based instruction in alignment with the District's Strategic Plan supporting LTO #2; Ensure High School Readiness.
Rationale	The lowest data component was ELA performance in the lowest 25%. Our overall ELA gains declined by 3 points. We declined in Math Achievement, Math Gains (-3) and Math Lowest 25% (-3). Although our overall proficiency rate exceed state standards in both reading and math, we fall below in proficiency rates with our Black, ELL and SWD subgroups.
Intended Outcome	• Improve our ELA learning gains by 3% in all subgroups. • Improve our Math Achievement for 7th grade math by 3%. • Improve our Math learning gains by 3% in all subgroups.
Point Person	Phillip D'Amico (phillip.damico@palmbeachschools.org)
Action Step	
Description	We will provide effective and relevant instruction through personalized standards based tasks to the full intent and rigor of the standards, incorporating the pillars of effective instruction. We will maintain our single school culture encompassing the Florida State Statute 1003.42 (2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels with a focus on reading and math. • Increase effectiveness of teacher led data chats with emphasis on individual student learning gains. • Increase teacher capacity for differentiating instruction and small group instruction for ALL students. • Increase mentoring for targeted students. • Build character by increasing compassion, empathy and tolerance for all through our single school culture SwPBS. • Provide increased support and build relationships with students living in shelters, group homes and/or experiencing homelessness. • Students will use Study Island to build differentiated content knowledge in Science, Social Studies, ELA and Math. • Small group tutorials will be offered for targeted students to increase reading and writing efficiency. • Continue to build capacity for effective implementation of professional learning communities for all instructional staff incorporating the pillars of effective instruction.
Person Responsible	Mary Raiford (mary.raiford@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	• Administrators and instructional leaders will monitor and analyze formative data to ensure fidelity of implementation effective personalize standards based instruction. • Administration will attend PLC's as needed to ensure effective implementation of the PLC Cycle. • Using the Palm Beach Model of Instruction administrators will monitor Standards Based

Planning, Standards
Based Instruction, Conditions for Learning, and Professional Responsibilities.
• Administration will analyze comparative data using Performance Matters, EDW, formative assessments and
utilize school survey information to track school climate and perceptions to determine academic, social
emotional and school climate.
• Monitor SEQ data, SBT data, and SwPBS implementation to determine overall effectiveness.

Person Responsible   Kate Wynn (kate.wynn@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

We work together to build positive relationships and communicate our school vision, mission, classroom and school news with all stakeholders through the use of SIS, Duncan Details on-line magazine, school website, 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. 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 2018-2019
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.
Our single school culture includes positive notes home, transition meetings for parents and students and data chats.
Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey and BPIE survey).

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

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.

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.

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 SSC 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 PLC which meet twice per week. We use a tiered model of delivery of instruction (core, supplemental, intensive). School based literacy team meetings, SBT, SwPBS and safety meetings occur monthly.

In alignment to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women with in US History.

Our SBT 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.

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, Distributive Education Clubs of America (DECA), guest speakers, Junior Achievement, Young Entrepreneur Academy (YEA) program, leadership field trips, business seminars and local and state competitions in business related areas. We

have established business partnerships with Mirasol and Ballen Isles Communities with grant sponsorship for technology.

Part V: Budget	
Total:	**$0.00**