Watson B. Duncan Middle School

2019-20 Schoolwide Improvement Plan

Table of Contents

Watson B. Duncan Middle School

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

https://wbdm.palmbeachschools.org

Demographics

Principal: Phillip Damico

Start Date for this Principal: 9/13/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (65%) 2016-17: A (66%) 2015-16: A (62%) 2014-15: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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. In addition, we have incorporated the mission of Advancement Via Individual Determination (AVID) to close the achievement gap by preparing all students for college readiness and success in a global society.

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	Job Duties and Responsibilities
D'Amico, Phillip	Principal	The educational leader in charge of executing and monitoring personnel, resources, and strategies ensuring all students have equitable access to effective personalized standards based instruction
Raiford, Mary	Assistant Principal	To assist the the principal in executing and monitoring personnel, resources, and strategies ensuring all students have equitable access to effective personalized standards based instruction. Other administrative duties include working 6th grade students, School Improvement strategies, ELA, Reading and Math PLC facilitation and social emotional support coordinator.
Wynn, Kate	Assistant Principal	To assist the the principal in executing and monitoring personnel, resources, and strategies ensuring all students have equitable access to effective personalized standards based instruction. Other administrative duties include Science PLC facilitator and Professional development
LaPaglia, Melissa	School Counselor	The lead school counselor facilitating support in following areas : peer relationships, decision making skills communication and conflict resolution, fostering self-awareness, acceptance, and diversity, teaching time management and organizational skills, crisis intervention for students and parents, academic planning individual and group counseling, School based team and behavioral and mental health support facilitation.
Vereen, Milranda	Assistant Principal	To assist the the principal in executing and monitoring personnel, resources, and strategies ensuring all students have equitable access to effective personalized standards based instruction. Other administrative duties include working with seventh grade students, Social Studies PLC facilitator and SWPBS.
Runner, Casey	Administrative Support	To assist the the principal in executing and monitoring personnel, resources, and strategies ensuring all students have equitable access to effective personalized standards based instruction. Other administrative duties include testing coordination and textbooks.
Gilmore, Bob	Other	The ESE Coordinator assists in acting as a liaison between the ESE Department and the staff overseeing the IEP plans and services for exceptional students.
Bohne, Sean	Assistant Principal	To assist the the principal in executing and monitoring personnel, resources, and strategies ensuring all students have equitable access to effective personalized standards based instruction. Other administrative duties include 8th grade student support, ESE support and master board.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	405	474	420	0	0	0	0	1299
Attendance below 90 percent	0	0	0	0	0	0	19	33	50	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	29	46	52	0	0	0	0	127
Course failure in ELA or Math	0	0	0	0	0	0	38	19	14	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	0	0	0	100	97	95	0	0	0	0	292

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	42	47	43	0	0	0	0	132

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	30	25	0	0	0	0	85
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
100

Date this data was collected or last updated
Friday 9/13/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	43	65	49	0	0	0	0	157

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	43	65	49	0	0	0	0	157

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	58%	54%	65%	56%	52%
ELA Learning Gains	60%	56%	54%	61%	57%	54%
ELA Lowest 25th Percentile	48%	49%	47%	48%	48%	44%
Math Achievement	69%	62%	58%	71%	61%	56%
Math Learning Gains	61%	60%	57%	63%	61%	57%
Math Lowest 25th Percentile	46%	53%	51%	49%	52%	50%
Science Achievement	66%	52%	51%	65%	53%	50%
Social Studies Achievement	83%	75%	72%	81%	76%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	405 (0)	474 (0)	420 (0)	1299 (0)
Attendance below 90 percent	19 (33)	33 (42)	50 (51)	102 (126)
One or more suspensions	29 (37)	46 (75)	52 (42)	127 (154)
Course failure in ELA or Math	38 (14)	19 (16)	14 (11)	71 (41)
Level 1 on statewide assessment	100 (68)	97 (84)	95 (100)	292 (252)

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	65%	58%	7%	54%	11%
	2018	62%	53%	9%	52%	10%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	60%	53%	7%	52%	8%
	2018	62%	54%	8%	51%	11%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
08	2019	70%	58%	12%	56%	14%
	2018	70%	60%	10%	58%	12%
Same Grade Comparison		0%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	60%	60%	0%	55%	5%
	2018	59%	56%	3%	52%	7%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	18%	35%	-17%	54%	-36%
	2018	16%	39%	-23%	54%	-38%
Same Grade Comparison		2%				
Cohort Comparison		-41%				
08	2019	69%	64%	5%	46%	23%
	2018	71%	65%	6%	45%	26%
Same Grade Comparison		-2%				
Cohort Comparison		53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	66%	51%	15%	48%	18%
	2018	65%	54%	11%	50%	15%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019	83%	72%	11%	71%	12%
2018	80%	72%	8%	71%	9%
Compare		3%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	90%	64%	26%	61%	29%
2018	91%	62%	29%	62%	29%
Compare		-1%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	57%	43%
2018	100%	57%	43%	56%	44%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	30	42	40	32	38	28	30	57	63		
ELL	48	52	44	54	62	47	55	76	92		
ASN	78	71	45	90	82		91	95	92		
BLK	43	49	45	45	49	40	33	73	91		
HSP	65	57	43	67	60	47	65	79	93		
MUL	66	54	38	76	64	60	56	93	88		
WHT	71	64	52	73	62	46	74	85	90		
FRL	56	54	47	58	56	40	55	79	82		

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		

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
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	657
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component showing the lowest performance was our sub group of SWD which scored at 40% according to our ESSA data. Our overall ELA achievement with that subgroup remained at 30. Our LG in ELA improved by 3 points and Low 25 ELA LG went up by 7 points. In addition, our overall Civics score within that subgroup went up by 9 points. However, within that subgroup, we lost points in Math achievement by 4, Math LG by 4, Math Low 25% by 4, Science achievement down 8 points and MS acceleration down by 7 points. Contributing factors include opening equity and access in Math, teacher effectiveness in some areas, IEP modification fidelity. In addition, we could incorporate additional in-school tutorials, more effective use of educational software in some areas, more effective differentiated instruction, increased effectiveness of data chats and ensuring all social emotional needs are met for all students.

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

The greatest decline was our math learning gains with our lowest 25% which was down 3 percentage points. The grade level that performed the lowest was 7th grade. This is due in part to opening equity and access to additional students to have access to advanced and higher level classes leaving fewer students participating in the 7th grade math FSA assessment.

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

Seventh grade math had the largest gap with the state average with a 36% gap. This is due in part to opening equity and access to additional students to have access to advanced and higher level classes leaving fewer students participating in the 7th grade math FSA assessment. However, overall Math achievement data reveals we are still outperforming the state and district in both learning gains and overall achievement in Math but not with our Math lowest 25 gains.

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

The data component showing the most improvement was ELA LG increase of 2 percentage points and ELA Low 25% 5 percentage points. Some of the new actions last year included more effective data chats with students and teachers, increased Differentiated instruction and increasing the number of students in targeted tutorials.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Number of students scoring Level One on FSA state assessments
Suspension Rate

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

1.Increase achievement in SWD subgroup
2.Math all components
3.ELA all components
4.Science achievement
5.Reduce number of students scoring Level One
Reduce suspension rate by promoting effective strategies for social-emotional health and behavioral health

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure effective and relevant instruction for all students in all content areas in alignment with LTO 2 High School Readiness and LTO 3 High School Graduation rate.
Rationale	The data component showing the lowest performance was our sub group of SWD which scored at 40% according to our ESSA data. Our overall ELA achievement with that subgroup remained at 30. Our LG in ELA improved by 3 points and Low 25% ELA LG went up by 7 points. In addition, our overall Civics score within that subgroup went up by 9 points. However, within that subgroup, we lost points in Math achievement by 4, Math LG by 4, Math Low 25% by 4, Science achievement down 8 points and MS acceleration down by 7 points. Contributing factors include opening equity and access in Math, teacher effectiveness in some areas, IEP modification fidelity. In addition, we could incorporate additional in-school tutorials, more effective use of educational software in some areas, effective differentiated instruction, increased effectiveness of data chats and ensuing all social emotional needs are met for all students.

State the measurable outcome the school plans to achieve	Increase ESSA SWD subgroup by 5 percentage points to 46% Increase ELA Achievement by 5 percentage points to 72% Increase ELA LG by 5 percentage points to 66% Increase ELA LG in Lowest 25% by 5 percentage points to 53% Increase Math Achievement by 5 percentage points to 74% Increase Math LG by 5 percentage points to 66% Increase Math LG in Lowest 25% by 5 percentage points to 51% Increase Science achievement by 5 percentage points to 71% Increase Social Studies achievement by 5 percentage points to 88%
Person responsible for monitoring outcome	Phillip D'Amico (phillip.damico@palmbeachschools.org)
Evidence-based Strategy	1 Strategic Differentiated Instruction 2 Strategic use of technology 3.Strategic Tutorials 4.Increase effectiveness of formal Data Chats (Increase frequency and ensure data driven) 5.Ensure positive social emotional connections
Rationale for Evidence-based Strategy	With strategic Differentiated Instruction, we will ensure all students are being given opportunities for accessible personalized standards based instruction at the appropriate level. With strategic use of technology, we will ensure all students have access to educational software in all subject areas which will enhance achievement in all content areas. With strategic use of tutorials, we will ensure all targeted students have access to effective remediation and enhancement of standards based instruction in all subject areas with a focus on SWD's and students performing in the lowest 25%. If we improve data chats both in scope and frequency, students and teachers will be able to identify and understand strengths and weaknesses and use that formative data to increase learning and student achievement. Ensuring positive social emotional connections and a positive social-emotional outlook will increase classroom attentiveness and motivation for students which will positively impact student achievement.

Action Step	
Description	1. Strategic Differentiated Instruction a) Provide PD for teachers to understand and learn how to better execute DI and small

group instruction
b) Teachers plan small group lessons with a variety of processes, tasks and products to ensure all students will
learn including SWDs. This will occur during PLC times and common planning times.
c) Teachers will develop a schedule to include small group instruction
d) This will be monitored using the following instruments lesson plan reviews, walk throughs and classroom
observations, PLC data and student achievement. Monitored by Mary Raiford Assistant Principal

2.Strategic use of Technology
a) Secure and provide technology resources to teachers and students (Reading Plus, Newsela, Study Island)
b) Provide PD to teachers to ensure teachers implement and monitor technology use and effectiveness
c) Teachers and administrators will develop a schedule to include standards based technology instruction for
all groups including targeted sub groups
d) This will be monitored using the following instruments: lesson plan reviews, walk through and classroom
observations, PLC data, student technology usage and growth, and assessment data Monitored by Kate
Wynn Assistant Principal

3. Strategic Tutorials
a) Analyze data to determine students for selected tutorials (Low 25%, SWD's and selected subgroups)
b) Schedule and provide tutorials for targeted students (Before/after school tutorials and in-school tutorials)
b) Provide PD to teachers who are leading tutorials sessions using a variety of processes and technology
d) This will be monitored using the following instruments: Tutorial sign in sheets, pre and post assessments,
and student achievement data. Monitored by Mary Raiford Assistant Principal

4. Increase Effectiveness of Formal Data Chats (Increase frequency and ensure data driven)
a) Analyze student data and develop data chat forms that will include all content areas, learning gains, areas of
strengths and weaknesses and formulation of individualized student goals
b) Provide PD to teachers in all content area to ensure teachers implement and understand the data chat
process.
c) Develop a schedule for initial, mid and final data chats
d) This will be monitored using checklists, PLC data and student achievement data. Monitored by Kate Wynn
Assistant Principal

5.Ensure positive social-emotional connections for our students
a) Ensure all students have access to behavioral and mental health professionals and services as needed.

	b) Develop in school Mental/Behavioral health team to ensure all students are monitored and referred as needed. c) Provide education, access and resources to all school stakeholders to ensure fidelity of implementation of effective social emotional programs, building effective relationships, providing social-emotional help and support d)This will be monitored by SEQ data, suspension rate date, attendance rate data, SBT and School Mental Health team Monitored by Mary Raiford Assistant Principal
Person Responsible	Phillip D'Amico (phillip.damico@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and 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.

In addition, 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.

This year we are working to become a school wide AVID school. We are incorporating the WICOR strategies in all classes with a particular focus on Organization and Writing using effective focused note

taking strategies. In addition, we have one AVID elective class for each grade level.

We also have a renewed focus on Social Emotional health with the addition of a Behavioral and Mental Health team focused on providing training for staff members and ensuring all students receive assistance and services as needed.

* This will be monitored using lesson plans, classroom observations and lesson plan checklists with specific dates
and activities listed. Monitored by Milranda Vereen Assistant Principal

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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.

After reviewing our ESSA data, we are in the Targeted Support and Improvement category (TSI). Our subgroup that is currently under performing is the subgroup of SWD's. This subgroup is at 40 percent which just misses the minimum goal of 41 percent. We are working to ensure that all students will show gains with a particular emphasis in that subgroup. 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 2019-2020. The data from the school effectiveness questionnaire will be analyzed to increase overall parental satisfaction with our school by 5%. 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. Our single school culture includes positive notes home, transition meetings for parents and students and data chats.

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, mental health counselors, behavioral health personnel, 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 and our co-located mental health professional.

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 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 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 integrating support where needed.

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

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 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.

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.

Our SBT will focus its efforts on students as individuals and on the facilitation of their academic, social

and emotional well-being.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.

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 partnership with BallenIsles Communities with grant sponsorship for technology.

Part V: Budget

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

1	III.A.	Areas of Focus: To ensure effective and relevant instruction for all students in all content areas in alignment with LTO 2 High School Readiness and LTO 3 High School Graduation rate.				**$4,870.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	1971 - Watson B. Duncan Middle School	School Improvement Funds	1306.0	$4,870.00
			Notes: provide strategic tutorial support, educational material resources			
					Total:	**$4,870.00**