

The School District of Palm Beach County

Watson B. Duncan Middle School



2020-21 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>

Demographics

Principal: Phillip Damico

Start Date for this Principal: 1/9/2014

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2019-20 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%)
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.

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Watson B. Duncan Middle School

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

<https://wbdm.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>49%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>48%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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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. 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. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
D'Amico, Phillip	Principal	Principal (Mr. D'Amico -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	Assistant principal- (Mary Raiford) Assist the principal in charge of 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 sixth grade students, School Improvement strategies, ELA, Math and Reading PLC facilitation, Assessment coordinator, SEL contact and School based team administrator.
Wynn, Kate	Assistant Principal	To assist the principal in charge of 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 facilitation, Professional development and curriculum .
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, Miranda	Assistant Principal	To assist the principal in charge of 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, ESE and Social Studies PLC facilitation, cultural responsiveness and SWPBS.
Gilmore, Bob	Other	The ESE coordinator is the liaison between and the ESE department and the staff overseeing the IEP plans and services for exceptional students.

Demographic Information

Principal start date

Thursday 1/9/2014, Phillip Damico

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

Total number of teacher positions allocated to the school

85

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	393	375	461	0	0	0	0	1229
Attendance below 90 percent	0	0	0	0	0	0	27	6	17	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	7	18	22	0	0	0	0	47
Course failure in ELA	0	0	0	0	0	0	1	46	7	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	1	39	49	0	0	0	0	89
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	35	38	56	0	0	0	0	129
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	33	39	82	0	0	0	0	154
ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	128	173	147	0	0	0	0	448
Math Winter Diag Level 1 & 2	0	0	0	0	0	0	113	163	101	0	0	0	0	377

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	47	57	65	0	0	0	0	169

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	2	1	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/10/2020

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
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

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
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	2	1	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

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	
	(0)	(0)	(0)	0 (0)

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	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		

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
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		
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

ESSA Federal Index	
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%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

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.

Our 2019 midyear diagnostic data showed that approximately 34% of 6th graders and 38% of 7th graders scored a Level 1 or 2 in ELA. In addition, 28.9% of our combined population of SWD's scored a level 3-5 on mid year diagnostics in ELA. That data component aligned with our ESSA data from the previous year with the sub group of SWD which scored at 40 percent. Based on previous year FSA, 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.

Our 2019 math midyear diagnostic showed that 33% of 6th grade math students scored a level 1 or 2 compared with 45 % of 7th graders who scored a level 1 or 2. In addition, 25% of SWD scored a level 3-5 in math. Contributing factors include opening equity and access in Math, teacher effectiveness in some areas, IEP modification and fidelity of instruction. Due to Covid 19 and our abrupt change to distance learning last spring, we are using the data points reflected from the 2019 diagnostics and previous years FSA scores to enhance our instructional practices for this year. We are planning to continue our path to increase math learning gains and all areas identified from that data. With a focus of effective and relevant standards based instruction and differentiation of instruction, we will be better able to address those specific areas of need.

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

Based on previous year FSA, 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. Our 2019 math midyear diagnostic showed that 33% of 6th grade math students scored a level 1 or 2 and 45 % of 7th graders scored a level 1 or 2. In addition, 25% of SWD scored a level 3-5 on the midyear math diagnostic. We are planning to continue our path to increase math learning gains with a specific focus on our students with disabilities.

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. Our 2019 math midyear diagnostic showed that 33% of 6th grade math students scored a level 1 or 2 and 45 % of 7th graders scored a level 1 or 2, therefore we know that it will continue to be an important area of focus. Due to Covid 19 and our abrupt change to distance learning last spring, we are using the data points reflected from the previous years scores and our 2019 diagnostic data to enhance our instructional practices. We have developed plans for remediation with our Lowest 25% in Math as well as Algebra One students using our prescriptive IXL labs and teacher differentiated instruction.

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% increased by 5 percentage points. In addition, our 2019 ELA diagnostic data showed that 63% of our students scored a level 3,4 5 which was a 2% increase from the previous year diagnostic data. Our Reading Plus data from sy 2019 revealed an average level gain of 2.0 percent (6th grade 2.4. 7th grade 2.0 and 8th grade 1.6) This indicates students were making gains in reading comprehension. Some of the new actions last year included more effective data chats with students and teachers, increased Differentiated instruction, increasing the number of students in targeted tutorials and scaffolding standards based instruction. Due to Covid 19 and our abrupt change to distance learning last spring, we are using the data points reflected from the previous years scores and our 2019 diagnostic data with focus on scaffolding personalized standards based instruction while scaffolding instruction that meets the full intent and rigor of standards in all content areas.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Number of students scoring Level One on FSA state assessments
Course failure in Math and Language Arts

Based on this data trend our focus will be to diminish course failure and increase learning gains for all including those students scoring in the Lowest 25 quartile. Our data trends show that a focus on ELA and Math including remediation of standards, intensive reading, and scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; SWD students; who will receive strategic, targeted support through various modes of differentiated instruction, including technology, small group, tutorials, data chats and student monitoring. We will continue to review our PBPA data and classroom writing performance. We have on-going writing tutorials for targeted students in place

as well as small group remediation in the classrooms. We are working with our Content area teachers to ensure they will reinforce reading strategies that were areas of growth on the sy 19 diagnostic. Some of the key areas include Analyze and evaluate claims, cite textual evidence and grammar conventions by grade level. Targeted data chats will be taking place and will continue throughout the year to assist students in understanding specific opportunities for growth. If we are unsuccessful in addressing skill deficits and standard acquisition, then students may not pass their graduation required assessments and may not graduate from High School in a timely manner.

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

1. Increase achievement in SWD subgroup is our key ESSA area. By effectively utilizing differentiated and scaffolding instruction to allow all to have a better access and understanding of the standards, students will be
2. Math all components with a specific focus on 7th grade students
3. ELA all components
4. Science achievement
5. Reduce number of students scoring Level One

Personalized Standards Based Instruction will continue to be a primary focus during instruction planning within our professional learning communities. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, tutorial program will ensure student participation and success utilizing IXL and Reading Plus. Both of these prescriptive technology programs allow the learner to work at their own level thereby helping to scaffold the instruction. Personnel will be assigned to support the students and build relationships to increase motivation. promoting effective strategies for social-emotional health and behavioral health.

1. Increasing achievement in SWD subgroup is our key ESSA area .Ensuring learning gains & progress for ESSA categorized sub group: We will analyze student data and progress monitor to ensure growth. Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. By effectively utilizing differentiated and scaffolding instruction will allow all to have a better access and understanding of the standards.
2. Increasing students learning gains in Math is essential to help students think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.
3. Increasing students learning gains in ELA allows for our students to develop enhanced reading comprehension and writing skills necessary for future success. It is the foundation for college and career readiness which creates increased opportunities for students. Children who have developed strong reading skills perform better in school which also promotes a healthier self image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.
4. Increasing overall Science ability will help produce more analytical thinkers as well as the intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment. Science helps children develop

key life skills, including an ability to communicate, remain organized and focused, and even form their own opinions based on observation. ...

By providing hands on labs students are better able to understand the world around them affording natural opportunities for students to experiment and gain knowledge Science is a way of helping the brain grow in finding new knowledge and helps us defeat our curiosity of how the world develops and works today. Science is important because it has helped form the world that we live in today. In addition to science diagnostics and the use of formative assessments, we will use Study Island activities and assessments to progress monitor in Science.

5. In order to help reduce the number of students scoring a Level one or two, our focus is to increase student engagement so students become more active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships to promote school attendance and engagement.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:

Our area of focus of improving instructional practice relating to standards aligned instruction encompasses effective and relevant instruction for all students in all content areas which is in alignment with our district strategic plan LTO 2 High School Readiness and LTO 3 High School Graduation rate. This was identified as a critical need based on the following data components. Our 2019 midyear diagnostic data showed that approximately 34% of 6th graders and 38% of 7th graders scored a Level 1 or 2 in ELA. In addition, 28.9% of our combined population of SWD's scored a level 3-5 on mid year diagnostics. That data component aligned with our ESSA data from the previous year with the sub group of SWD which scored at 40 percent. Based on previous year FSA, 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 of instruction. With a focus of effective and relevant instruction and differentiation of instruction, we will be better able to address those specific areas of need. In addition, we will incorporate additional in-school tutorials, more effective use of educational software in some areas, effective differentiated instruction, increased effectiveness of data chats and ensuring all social emotional needs are met for all students.

Measurable Outcome:

- 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:

Mary Raiford (mary.raiford@palmbeachschools.org)

Evidence-based Strategy:

- 1.Strategic Differentiated Instruction, scaffolding standards based instruction that meets the full intent and rigor of standards in all content areas.
- 2.Strategic use of Technology (IXL for Intensive reading and all math students)
- 3.Strategic Tutorials
- 4.Increase Effectiveness of Formal Data Chats (Increase frequency and ensure data driven)
- 5.Ensure positive social-emotional connections for our students

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 Steps to Implement

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 and differentiated instruction

d) This will be monitored using the following instruments lesson plan reviews, walk throughs and classroom

observations, PLC data and student achievement.

Person

Responsible Mary Raiford (mary.raiford@palmbeachschools.org)

Strategic use of Technology

a) Secure and provide technology resources to teachers and students (Reading Plus, Newsela, Study Island, IEXCEL)

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

Person

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

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.

Person

Responsible Mary Raiford (mary.raiford@palmbeachschools.org)

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 areas to ensure teachers implement and understand the data chat process and ensure teachers are using the day to inform instruction.

c) Develop a schedule for initial, mid and final data chats

d) This will be monitored using checklists, PLC data and student achievement data.

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

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) The Mental/Behavioral health team will meet weekly 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 data, attendance rate data, SBT and School Mental Health team

Person Responsible Milranda Vereen (milanda.vereen@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.**

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise

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. Our character development program includes patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. The social justice curriculum will be incorporated in Social Studies and Science. WE will utilize Character Counts and Suite 360

*** 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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts.

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. 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. School based literacy team meetings, SBT, SwPBS and safety meetings occur monthly.

This year we are continuing our work 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.

Our school ensures the social emotional needs of our students are met through 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. 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. This data is also monitored for effectiveness with students, teachers and administration to ensure fidelity..

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).

Our SBT will focus its efforts on students as individuals and on the facilitation of their academic, social and emotional well-being. The school-based RtI Leadership Team will review universal screening data, diagnostic data, and progress monitoring data. 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.

WBDMS partners with community business partners to advance college and career readiness building community relationships.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$1,262.51
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5000	120-Classroom Teachers	1971 - Watson B. Duncan Middle School	School Improvement Funds		\$1,262.51	
Total:					\$1,262.51	