Watson B. Duncan Middle School

2021-22 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: 1/19/2014

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2020-21 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%)
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	

* 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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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 mission is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

Watson B. Duncan Middle School and The School District of Palm Beach County envision an educational and working environment, where both students and staff are unimpeded by bias or discrimination, individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.

School Leadership Team

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

Name	Position 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 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 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.
Lehman, Alexander	Teacher, Career/ Technical	Teaching responsibilities include teaching three choice academy classes in the Pre-Academy of Finance, as well as one non-academy class of Speech and Debate. In addition, serves as the SAC Chair, CTE Department Lead, SIS Gradebook Manager, and the Professional Development Chair.
Reed, Laura	Teacher, ESE	The ESE coordinator is the liaison between the ESE department and the staff overseeing the IEP plans and services for exceptional students.
Hensley, Michael	Dean	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 Transportation, Facilities and 8th grade Restorative justice.

Demographic Information

Principal start date

Sunday 1/19/2014, 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.*

5

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.*

19

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

1,126

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	360	376	390	0	0	0	0	1126
Attendance below 90 percent	0	0	0	0	0	0	29	9	4	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	29	46	52	0	0	0	0	127
Course failure in ELA	0	0	0	0	0	0	47	45	44	0	0	0	0	136
Course failure in Math	0	0	0	0	0	0	67	45	67	0	0	0	0	179
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	56	71	59	0	0	0	0	186
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	84	68	62	0	0	0	0	214
Number of students with a substantial reading deficiency	0	0	0	0	0	0	118	108	84	0	0	0	0	310
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	153	176	172	0	0	0	0	501
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	163	151	147	0	0	0	0	461

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	46	47	50	0	0	0	0	143

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	4	1	2	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	58%	54%	66%	56%	53%
ELA Learning Gains				60%	56%	54%	58%	57%	54%
ELA Lowest 25th Percentile				48%	49%	47%	43%	49%	47%
Math Achievement				69%	62%	58%	68%	61%	58%
Math Learning Gains				61%	60%	57%	60%	61%	57%
Math Lowest 25th Percentile				46%	53%	51%	49%	54%	51%
Science Achievement				66%	52%	51%	66%	55%	52%
Social Studies Achievement				83%	75%	72%	82%	75%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	65%	58%	7%	54%	11%
Cohort Comparison						
07	2021					
	2019	60%	53%	7%	52%	8%
Cohort Comparison		-65%				
08	2021					
	2019	70%	58%	12%	56%	14%
Cohort Comparison		-60%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	60%	60%	0%	55%	5%
Cohort Comparison						
07	2021					
	2019	18%	35%	-17%	54%	-36%
Cohort Comparison		-60%				
08	2021					
	2019	69%	64%	5%	46%	23%
Cohort Comparison		-18%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	66%	51%	15%	48%	18%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	83%	72%	11%	71%	12%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	64%	26%	61%	29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. The following reports will be used to monitor and support student learning:
ELA all grade levels, uses PBPA data, USA assessments, FSA 2021, Reading Plus and Winter Diagnostics and teacher formative assessments
Math all grade levels, uses FSQ and USA assessments, FSA 2021, teacher formative assessments
Civics uses Study Island formative assessments, fall and Winter FSQ and USA
Science uses Study Island formative assessments and fall and Winter FSQ and USA
Intensive reading uses IXL formative data throughout the year as well as data from SY 21 FSA and Reading Plus benchmark proficiency data
Our ELL students use Imagine Learning for formative assessments, Achieve 3000 and WIDA screening tools

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.2%	59.3%	62.5%
	Economically Disadvantaged	56.3%	46.7%	51.0%
	Students With Disabilities	32.5%	25.8%	31.3%
	English Language Learners	33.3%	25.0%	28.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70.3%	51.9%	52.8%
	Economically Disadvantaged	65.3%	41.6%	43.5%
	Students With Disabilities	61.5%	28.9%	43.5%
	English Language Learners	33.3%	44.4%	50.0%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.8%	43.8%	43.8%
	Economically Disadvantaged	30.9%	34.4%	33.9%
	Students With Disabilities	11.4%	12.5%	15.5%
	English Language Learners	0.0%	0.0%	0.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.6%	20.8%	16.2%
	Economically Disadvantaged	19.3%	16.1%	11.2%
	Students With Disabilities	6.7%	8.7%	7.0%
	English Language Learners	22.2%	6.7%	5.9%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	63.0%	58.7%	62.7%
	Economically Disadvantaged	57.0%	47.6%	53.6%
	Students With Disabilities	30.5%	30.8%	31.4%
	English Language Learners	9.1%	7.1%	11.8%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.7%	65.9%	61.2%
	Economically Disadvantaged	51.5%	57.1%	55.8%
	Students With Disabilities	28.8%	33.3%	26.5%
	English Language Learners	20.0%	29.4%	33.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.3%	28.0%	27.7%
	Economically Disadvantaged	29.7%	19.8%	20.4%
	Students With Disabilities	11.6%	7.8%	5.2%
	English Language Learners	18.2%	17.6%	11.8%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	92.8%	79.9%	80.0%
	Economically Disadvantaged	92.5%	70.1%	70.4%
	Students With Disabilities	90.0%	51.3%	51.3%
	English Language Learners		66.7%	58.8%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27	26	18	24	25	22	31	40	58		
ELL	45	53	35	47	39	24	29	50	72		
ASN	75	67	56	82	58		67	82	90		
BLK	40	41	25	33	30	24	35	53	71		
HSP	55	45	19	51	28	18	57	61	76		
MUL	63	50	46	47	31	13	44	45	71		
WHT	67	49	32	59	36	31	64	79	77		
FRL	47	41	23	40	28	21	46	60	69		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	10
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	72
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
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	46
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	55
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY 21 Winter Diagnostics vs FSA 21 results show
ELA: +2.0% in 6th grade, +11.5% in 7th grade, -4.2% in 8th grade
Science: -23.1% in 8th grade
Civics: -9.9% in 7th grade

School Grades Report FY19 vs. FY21
Math % Level 3+ = 69% (FY19), 54% (FY21), -15% Differential
Math Learning Gains = 61% (FY19), 35% (FY21), -26% Differential
Lowest 25% Learning Gains in Math = 46% (FY19), 26% (FY21), -20% Differential

Reading Plus data indicates that the following percentage of students reading proficiency is more than 2 years below grade level. One of the reasons theses numbers are higher than expected is a lack of effort with the assessment itself. It is imperative we stress the importance of effort.
6th 36%
7th 31%
8th 24%

FSA for SY21 shows that our scores were lower in all academic areas. We will continue to work to raise these score back to pre pandemic levels.

Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement for all subgroups. Our data trends show that a focus on literacy that includes remediation of standards and foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who
will receive strategic targeted support through various modes of instruction, including technology, small group, tutorials, data chats and effective student progress monitoring.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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.

Based on this data our focus will be to continue to increase learning gains and achievement for all content areas, in addition we will focus on scaffolding instruction that meets the full intent and rigor of standards with all learners, especially our ESSA identified subgroup (ESE). We will support these concerns to decrease the learning gaps, and improve student achievement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include opening equity and access in Math, teacher effectiveness in some areas, IEP modification and fidelity of instruction. Due to our abrupt change to distance learning during spring of 2019, the hybrid virtual teaching model implemented last year. we are using the data points reflected from the 2020 diagnostics and previous years FSA scores along with 2021 FSA data 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. During the FY21 school year, there was decreased participation in school tutorials due to large numbers of virtual students. Social-emotional behavioral issues continued to grow as the year progressed. We will continue to work to decrease those social-emotional issues with our students through adjustments to routines, focus in class, and ensure support services are utilized. In addition, we will have increased focus on effective PLCs ensuring all staff members are aware of actions to be implemented.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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 form 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. Actions taken in FY20 to support these improvements were our math tutorial and implementation of supplemental technology materials such as IXL, Reading Plus, NewsELA, Study Island, and Quizlet. These technology components added to increased progress monitoring in order to better inform instruction.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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 during spring of 2021, we are using the data points reflected from the previous years scores and our 2020 diagnostic data along with 2021 FSA data to focus on scaffolding personalized standards based instruction while differentiating instruction that meets the full intent and rigor of standards in all content areas.

What strategies will need to be implemented in order to accelerate learning?

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 progress monitoring in order to effectively inform instruction 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.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development/Professional Learning Communities: Teachers will continue to engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroup achieving below the Federal Index. PLCs continue to be an active part of our school schedule. ELA Teachers will provide reading strategies instruction to content area teachers (PD team) to ensure effective reading strategies are incorporated into all content areas. Technology professional development will be administered in the following areas: IXL, Reading Plus, NewsELA, and Study Island. In addition, we will provide professional development on EdPlan to ensure teachers are adhering to 504 plans and IEPs. School-Based Team professional development will be provided to ensure teachers develop effective tier two and tier three strategies for identified students. We will continue to monitor social-emotional wellness and incorporate that into all content areas.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds are put in place to support students who are not performing at grade level. Before school, in school, and after school tutorials will be implemented as needed. Teachers, including ESE and ELL teachers, will collaborate weekly to ensure the academic success of our students. Our goal is to ensure the following services will be embedded in our professional development, and monitored to ensure fidelity of implementation.

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

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%

Monitoring:

We will monitor this data using Reading Plus and IXL for ELA and Math. We will also use FSQ, USA, District Diagnostics and teachers formative assessments. In addition, there will be review of Lesson Plans, Data Analysis, Classroom walks, Student attendance monitoring , Data Chats, Formal Observations,
and ensure Professional Learning Communities are monitoring their department/subject area data in order to support learning, The monitoring of the content areas and student data will be supported by key members of the leadership team including Department leaders, school counselors, ESE contact and the administrative team.

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 formative 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 teaches 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 date, attendance rate data, SBT and School Mental
Health team

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Watson B. Duncan Middle School has a school incident ranking of #255 out of the 553 middle and junior schools statewide, according to SafeSchoolsforAlex.org. Incidents are reported at 3.0 incidents per 100 students, which places the school in the moderate ranking. For the 2019-2020 school year, the school's total enrollment was 1,267 students, and the school had 38 incidents. The school has a high rating of Drug/Public Order incidents, ranking #30 out of 36 schools in the county, and #420 of 553 schools in the state. Of this incident category, the most frequent incident is tobacco, followed by disruptions on campus, other major offenses, drug use or possession (except alcohol), and trespassing. These incidents total 1.97 incidents per 100 students. In terms of violent incidents, our school has a low ranking, totaling 1.03 incidents per 100 students. For this category, the most frequent incident is fighting, followed by robbery, sex offenses, and sexual harassment. For the last category of property damage, our school ranks very low with zero incidents during the FY20 school year. Overall, our suspensions rank very low and we are ranked #94 out of 553 in the state, as our school had zero in-school suspensions and 70 out-of-school suspensions.

To support our students, we integrate our Single School Culture by sharing and monitoring our Universal Guidelines for Success communicating with parents, students, and all other school stakeholders. The expectations are posted in our handbook, our school website, Google Classroom, and each student is given a copy. Our SwPBS team monitors discipline data monthly, and reports to administration. A new initiative is our school wide positive behavior point system. Students are able to earn points through positive acts of kindness and/or citizenship, and may redeem these points each nine weeks. All staff members have access to the system, and are encouraged to submit points for our students. In addition, an administrator monitors the SESIR data each month and also informs the guidance department and School Based Team/Child Study Team to meet on any identified students. The School Based Team/Child Study Team provides support and interventions as needed. Prior to submitting a discipline referral, teachers utilize the Corrective Behavior Checklist to ensure parent contact is made and in class interventions are provided for the students. This process helps our students understand the procedures and consequences for actions, prior to a referral to administration.

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.

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 with School Board Policy 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. 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 PLCs which meet twice per week. School based literacy team meetings, SBT, SwPBS and safety meetings occur monthly and bi-monthly.

We are continuing our work to implement Advancement Via Individual Determination's (AVID) school-wide. 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 offer a semester-long leadership course 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 are able to access the counselors as needed. Our students are encouraged 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 system which is implemented with identified students as needed.
We have also added a positive behavior rewards system, led by our behavior interventionist, which allows students to earn points through good deeds. Teachers and staff members may offer points to any student, and the points can be redeemed for rewards throughout the school year. The Positive Rewards Behavior team is adding to our spirt of family and overall good citizenship.

We are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers. Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Our PTO also offers a Panther Shout-Out program that recognizes nominated students each month.

There are also various campus activities that address social/emotional needs of students, such as 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.
Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.
Our ESOL Coordinator work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English

Language Learners.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

WBDMS partners with community business partners to advance college and career readiness building community relationships. We also host a 6th Grade Parent University to help students and families with the transition from elementary to secondary and to help create a more positive climate.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The principal and administrators are responsible for creating a positive school environment in which teachers, staff, and students feel safe, welcome, and noticed. This promotes collaboration among teachers and staff and encourages the sharing of best practices and strategies.

School Counselors support a positive culture and environment through mentorship, counseling, advising, and small group interactions that help to ensure that students feel safe, welcome, and included.

Teachers support a positive culture by incorporating Social Emotional Learning strategies, building inclusive classrooms, and collaborating to share best practices. SWPBS assists our school to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

The School-wide Positive Behavior Support Team helps to create a positive culture and environment by improving social, emotional, behavioral, and academic outcomes for children and young people to ensure that all students have equitable and equal opportunity to learn in a positive environment.

The school based team promotes a positive culture by ensuring all teachers are utilizing effective strategies for tier one students. If students are identified for school based team, interventions are put in place to be completed in the classroom, and are monitored throughout a specific time period. Depending on the success or nonsuccess of the tier two interventions, tier three strategies may be employed.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:
(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall

include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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				$8,753.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	120-Classroom Teachers	1971 - Watson B. Duncan Middle School	School Improvement Funds		$8,753.00
			Notes: pending SAC approval			
					Total:	$8,753.00