

The School District of Palm Beach County

# Watson B. Duncan Middle School



2022-23 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: 1/14/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	68%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (60%) 2018-19: A (66%) 2017-18: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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](http://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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<b>Budget to Support Goals</b>	<b>0</b>

# Watson B. Duncan Middle School

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

<https://wbdm.palmbeachschools.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</p>	<p><b>2021-22 Title I School</b></p> <p>No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>68%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>51%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	A	A

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## Purpose and Outline of the SIP

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## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Watson B. Duncan Middle School and The School District of Palm Beach County 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
D'Amico, Phillip	Principal	The educational leader in charge of executing and monitoring personnel, resources, and strategies ensuring all students have equitable access to effective personalized standards based instruction.
Raiford, Mary	Assistant Principal	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, Accreditation Leader, SEL contact, School Based Team administrator and Mental Health 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, Curriculum, Master board and Assessment.
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, ESOL, Social Studies PLC facilitation, cultural responsiveness and SWPBS.
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.
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 working with eighth grade students, transportation, Facilities and School Safety.
Reed, Laura	Teacher, ESE	The ESE coordinator is the liaison between the ESE department and the staff overseeing and coordinating the the IEP plans and services for exceptional students.

**Demographic Information**



**Principal start date**

Tuesday 1/14/2014, Phillip Damico

**Number of teachers with a 2022 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.*

2

**Number of teachers with a 2022 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.*

17

**Total number of teacher positions allocated to the school**

79

**Total number of students enrolled at the school**

1,156

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

10

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

9

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	402	379	375	0	0	0	0	1156
Attendance below 90 percent	0	0	0	0	0	0	64	44	55	0	0	0	0	163
One or more suspensions	0	0	0	0	0	0	12	29	49	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	17	30	15	0	0	0	0	62
Course failure in Math	0	0	0	0	0	0	25	38	18	0	0	0	0	81
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	48	58	69	0	0	0	0	175
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	59	45	80	0	0	0	0	184
Number of students with a substantial reading deficiency	0	0	0	0	0	0	57	88	85	0	0	0	0	230

**Using the table above, complete the table below with the number of students by current grade level who have 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	63	47	72	0	0	0	0	182

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 9/13/2022

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	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

**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	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
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**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	1	1	0	0	0	0	0	2

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	53%	50%				66%	58%	54%
ELA Learning Gains	51%						60%	56%	54%
ELA Lowest 25th Percentile	36%						48%	49%	47%
Math Achievement	63%	35%	36%				69%	62%	58%
Math Learning Gains	62%						61%	60%	57%
Math Lowest 25th Percentile	56%						46%	53%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	57%	56%	53%				66%	52%	51%
Social Studies Achievement	73%	64%	58%				83%	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	2022					
	2019	65%	58%	7%	54%	11%
Cohort Comparison						
07	2022					
	2019	60%	53%	7%	52%	8%
Cohort Comparison		-65%				
08	2022					
	2019	70%	58%	12%	56%	14%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	60%	60%	0%	55%	5%
Cohort Comparison						
07	2022					
	2019	18%	35%	-17%	54%	-36%
Cohort Comparison		-60%				
08	2022					
	2019	69%	64%	5%	46%	23%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	66%	51%	15%	48%	18%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	83%	72%	11%	71%	12%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	90%	64%	26%	61%	29%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	100%	60%	40%	57%	43%

**Subgroup Data Review**

<b>2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>
SWD	23	34	29	27	41	38	25	43	74		
ELL	44	57	50	50	54	42	28	52	76		
ASN	75	68	50	85	75		71	74	97		
BLK	33	40	28	35	51	50	21	58	65		
HSP	54	49	36	58	61	55	48	69	82		
MUL	64	57	50	69	69	64	33	72	92		
WHT	68	52	39	69	63	58	69	80	86		
FRL	47	47	34	49	57	50	43	63	82		

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		
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		

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	59
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	50
Total Points Earned for the Federal Index	594
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	50
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	74
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	42
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	55
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	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	65
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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 19 FSA to sy 22 Trends
- Overall ELA -6.0% 66- 60
- ELA Gains -9.0% 60-51
- ELA Gains in Lowest 25% -12.0% 48-36
- Math Achievement overall -6.% 69-63
- Math Gains +1.0% 61-62
- Math Gains Lowest 25% +10.0% 26-56
- Science Overall -9% 66-57
- Civics - 10.0% 83-73
- Acceleration -5.0% 91-86

Overall, our scored dropped from 590 school Grade A to 544 school grade B  
 We were 2 percentage points from an A, However, an important trend is that we gained gained points from sy 21 from 458 to 544 overall, so we are making gains to get back to pre-pandemic levels.  
 Reading Plus data indicates that the following percentage of students reading proficiency is more than 2 years below grade level.  
 6th 35%  
 7th 35 %  
 8th 30%

Based on this data trend our focus will be to 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 BEST standards in all content areas. We will specifically focus on our ESSA identified subgroup, SWD students; All students will receive targeted support through various modes of instruction, including technology, small group, tutorials, data chats and effective student progress monitoring using the FAST monitoring system. There will be increased strategic progress monitoring and differentiated instruction for our Students with Disabilities.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our 22/23 progress monitoring for the beginning of the 22/23 school year using the FAST monitoring system for the first period indicates that 77% of our Math students in 6th, 7th and 8th grade scored a 1 or 2. The lowest performing grade level was 7th grade with 97% scoring a Level 1 or 2. The FAST results for PM1 for ELA show 53% of our students in 6th, 7th and 8th scored a Level 1 or 2. Again, the lowest performing grade level was 7th with 53% scoring a Level 1 or 2. In addition, based on our FSA results our biggest opportunity for improvement is ELA, which dropped in overall proficiency 6.0% 66- 60, ELA Gains down 9.0% 60-51 and a drop in ELA Gains in Lowest 25%. Down 12.0% from 48-36. In addition,



Civics and Science lost ground.

The ESSA data shows our SWD scored 37% and our Black/African American students scored a 42, which is just two points above the 40 % threshold.

Based on this data, our focus will be to increase achievement and learning gains emphasizing ELA and Math but encompassing all content areas. In addition, we will focus on scaffolding and differentiating instruction to meet the full intent and rigor of the B.E.S.T standards with all learners, especially our ESSA identified subgroup (ESE). We will provide strategic support and effective progress monitoring and reflection to work 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. We are planning to continue our path to increase both ELA and math learning gains and all areas identified from that data. With a focus of effective and relevant standards based instructions using the B.E.S.T standards and differentiation of instruction, we will be better able to address those specific areas of need. Ensuring learning gain progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will be strategically monitored for progress using formative assessments and the F.A.S. T progress monitoring assessments. Students will receive additional support by teachers ensuring lessons are planned which are based on the specific needs of the students.

We will continue to work to decrease social-emotional issues with our students through adjustments to routines, focus in class, and ensure support services are effectively utilized.

In addition, we will have increased focus on effective PLCs ensuring all staff members are aware of actions to be implemented as well as data analysis. Effective tutorials before, during and after school will be implemented to continue to build capacity for our students that are struggling academically

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The data component showing the most improvement on FSA 22 was Math This included overall Math Gains +1.0% from 61% to 62% and Math Gains Lowest 25% up 10.0% from 46% to 56%

In contrast to the sy 22 FSA , the F.A.S. T. progress monitoring for the first period showed more students were proficient in ELA with 48% scoring 3 or above while only 25 % scored in the proficiency range for Math.

Our Reading Plus Data indicates that 29 percent of our students are reading at or above grade level and that 42 percent of our students are close to grade level. In addition, since the start of this school year, our students have averaged 0.2% increase in average level gains to date this year. This data indicates students are making gains in Reading comprehension. Actions taken in FY21 to support these improvements were our math tutorials and implementation of supplemental technology materials such as IXL, Reading Plus, NewsELA and Study Island. These technology components allowed us to increase our 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?**

Actions last year included more effective data chats with students and teachers, increased differentiated instruction, increasing the number of students in targeted tutorials. We had a focus on scaffolding personalized standards based instruction while differentiating instruction that meets the full intent and rigor of standards in all content areas. Actions taken in FY21 to support these improvements were our math tutorials and implementation and increased fidelity of use of supplemental technology materials such as IXL, Reading Plus, NewsELA and Study Island. These technology components allowed us to increase our progress monitoring in order to better inform instruction. Social

emotional learning opportunities were increased in order to ensure equity and access and provide the emotional support to enhance academic learning.

**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 the B.E.S.T. standards in all content areas. We will specifically focus on our ESSA

identified subgroups; SWD students and Black 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 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 opportunity on the sy 22 FSA and the first progress monitoring using the F.A.S. T assessments. Targeted data chats will be taking place and will continue throughout the year to assist students in understanding specific opportunities for growth. We will also ensure our students in the Lowest 25% are identified and progress monitored throughout the year by Study Hall teachers, Counselors and administrative team. If we are unsuccessful in addressing skill deficits and standards acquisition, then students may not pass their graduation-required assessments.

**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 based on the B.E.S.T standards to accelerate student learning in ELA, Mathematics,

Science and Civics particularly within the ESSA subgroup (SWD) 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 provide Professional development on how to effectively monitor and adjust social-emotional wellness and incorporate that into all content areas. In conjunction with that, we will make sure teachers and staff are well aware of the SEL resources on campus, which will be coordinated by our school counselors.

**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 the BEST standards in all content areas.
- 2.Strategic use of Technology (IXL for Intensive reading and all math students)
- 3.Increase Strategic Tutorials
- 4.Increase Effectiveness of Formal Data Chats (Increase frequency and ensure data driven) based on the F.A S.T progress monitoring
- 5.Ensure positive social-emotional connections for our students which will help increase academic capacity

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to B.E.S.T. Standards**

If we focus on B.E.S.T. standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District’s Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme Goal A , Academic Excellence & Growth. and Theme B Student Focused Culture. Our first instructional priority is to deliver personalized standards based instruction using the B.E.S.T standards to the full intent of the rigor.

This was identified as a critical need based on the following data components.

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

FY 19 FSA to sy 22 Trends  
 Overall ELA -6.0% 66- 60  
 ELA Gains -9.0% 60-51  
 ELA Gains in Lowest 25% -12.0% 48-36  
 Math Achievement overall -6.% 69-63  
 Math Gains +1.0% 61-62  
 Math Gains Lowest 25% +10.0% 26-56  
 Science Overall -9% 66-57  
 Civics - 10.0% 83-73  
 Acceleration -5.0% 91-86

Overall, our schools grade score dropped from 590 school Grade A to 544 school grade B

Based on this data trend our focus will be to 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 BEST standards in all content areas. We will specifically focus on our ESSA identified subgroup, SWD students; All students will receive targeted support through various modes of instruction, including technology, small group, tutorials, data chats and effective student progress monitoring using the FAST monitoring system. There will be increased strategic progress monitoring and differentiated instruction for our Students with Disabilities

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase ESSA SWD subgroup by 5 percentage points to 42%  
 Increase ELA Achievement by 5 percentage points to 65%  
 Increase ELA LG by 5 percentage points to 56 %  
 Increase ELA LG in Lowest 25% by 5 percentage points to 41%  
 Increase Math Achievement by 5 percentage points to 68%  
 Increase Math LG by 5 percentage points to 67%  
 Increase Math LG in Lowest 25% by 5 percentage points to 61%  
 Increase Science achievement by 5 percentage points to 62%  
 Increase Social Studies achievement by 5 percentage points to 78%  
 Increase Acceleration achievement by 5 percentage points to 91%

**Monitoring: Describe how this Area of Focus will be monitored for the**

We will monitor this data using the F.A.S.T progress monitoring system, Reading Plus and IXL for ELA and Math. We will also use FSQ, USA, District Diagnostics as well as teacher formative and summative assessments. In addition, there will be review of Lesson Plans, Data Analysis, Classroom walks, Student attendance monitoring , Data Chats, Formal Observations and Instructional Rounds. Further, in order to build capacity and ensure Professional Learning Communities are monitoring data and making instructional adjustments as needed to best support student achievement. Key members of the leadership team including Department leaders, school counselors, ESE contact and the

**desired outcome.** administrative team will support the monitoring of the content areas and student data. There will also be quarterly monitoring of ESE and Lowest 25%

**Person responsible for monitoring outcome:** Mary Raiford (mary.raiford@palmbeachschools.org)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

1. Incorporate strategic differentiated instruction to support students learning at their ability with a variety of tasks, process, and product.
2. B.E.S.T tutoring programs to ensure learning is supplemented with additional resources and teacher support.
3. Increase capacity in the use of technology that will incorporate the use of digital -based programs including Math Nation and IXL for Math. Reading Plus for ELA, ESE-ELA and Intensive Reading will use will use IXL Reading. Civics and Science will use Study Island and all content areas will use NewsEla and GoGuardian to ensure fidelity of digital implementation
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
5. Improve the use of data chats and progress monitoring feedback for all students and adjust instruction based on the data.
6. Ensure positive social emotional connections in order to support academic growth.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

With strategic Differentiated Instruction, we will ensure all students are provided opportunities for accessible personalized standards based instruction at the appropriate level. 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%. 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.

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**  
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 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) Teachers will utilize instructional rounds to observe best practices of DI in classrooms.
  - 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 tutorials

- a. Analyze student data to determine students for tutorial groups and the support necessary.
- b. Choose research-based supplemental materials and resources to during tutorials.
- c. Analyze teacher classroom data to determine who will be tutors.
- d. Provide tutors with training to understand expectations and become familiar with materials to execute effective tutorial sessions.
- e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday based on the results from FY21 FSA/EOCs, F.A.S.T progress monitoring and our ESSA identified subgroup SWD.
- f. This will be monitored by Assistant Principal through the review of data, Tutorial sign in sheets, Pre and post assessments, lesson plans, and conducting observational walks.

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

Increase capacity in 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 with a focus on data analysis and progress monitoring to adjust instruction as needed.
- 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)

Professional Learning Community (PLC) Professional Development

- a) Provide professional development on effective professional learning communities' utilization
- b) Ensure content is aligned to the standards
- c) Ensure data is analyzed and monitored
- d) Use trend data to identify needs and adjust instruction
- e) This will be monitored by the assistant principal in charge of each of the content area PLC's

**Person Responsible** Phillip D'Amico (phillip.damico@palmbeachschools.org)

Ensure effective data chats in both scope and frequency

- 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 data 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 including the F.A.S.T monitoring system

**Person Responsible** Phillip D'Amico (phillip.damico@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) Incorporate SEL lessons into Study hall and first period classes.
- c) Utilize SwPBS Matrix and school wide strategies or responsibility, resilience and respect
- d) Ensure all stakeholders are utilizing the school wide Positive behavior point reward system
- e) The Mental/Behavioral health team will meet weekly to ensure all students are monitored and referred as needed.
- f) Provide education, access and resources to all school stakeholders to ensure fidelity of implementation of effective social emotional programs, building effective relationships and providing social emotional help and support
- g) This will be monitored by SEQ data, suspension rate data, attendance rate data, SBT and School Mental Health team

**Person Responsible** Milranda Vereen (milranda.vereen@palmbeachschools.org)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A



**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step**

**Person Responsible for Monitoring**

N/A

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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 school events

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.

Databased

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 spirit 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. In addition, our school incorporates Social Emotional Learning in all classes daily during Study Hall.

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 reviews 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 students with have 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 school culture and environment.**

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: