Watson B. Duncan Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Watson B. Duncan Middle School

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

https://wbdm.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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 highly effective personalized standards based instruction.
Raiford, Mary	Assistant Principal	Assist the principal incharge of executing and monitoring personnel, resources,and strategies ensuring all students have equitable access to highly effective personalized standards based instruction. Other administrative duties include restorative justice with sixth grade students, School Improvement strategies, ELA, Math and Reading PLC facilitation, SEL contact , School Based Team administrator and Mental Health Administrator.
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 highly effective personalized standards based instruction. Other administrative duties include restorative justice with seventh grade students, ESE, ESOL, Social Studies PLC facilitation, cultural responsiveness and SWPBS.
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 highly effective personalized standards based instruction. Other administrative duties includeScience PLC facilitation, Professional Development, Curriculum and Master board.
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 hihgly effective personalized standards based instruction. Other administrative duties include restorative justice with eighth grade students, transportation, Facitiites, School Safety and Assessment.
Reed, Laura	Teacher, ESE	The ESE coordinator is the liaison between the ESE department, staff and parents overseeing and cooridinating IEP plans and services for exceptional students.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All school stakeholders are involved in the process providing input in all academic areas. This input is utilized to develop the SIP. There is open discussion and consensus building prior to and during the initial SAC meeting. Once consensus is met with all stakeholders which includes the school leadership team, teachers, school staff, parents, students, families, and community leaders, the SIP is approved with the understanding this is a living document.

In addition, The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. We also have a DATA counselor and a Co-located Therapist and school psychologist to add support as needed. In addition, we have an active School Based team and ESE department that work closely with students, teachers and families,
We support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team. This includes Onboarding days by grade levels, Open House, Parent University as well as a variety of other initiatives for parents and school stakeholders.
Our ESOL Coordinator and ESOL Community Language Facilitator and administration work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for all visitors entering campus. The Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom or school event on campus.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored utilizing the FAST progress monitoring data and other data points listed below. After each progress-monitoring window, the data analyzation will occur to ensure we are making progress to our stated SIP goals. In addition, we may decide to amend the SIP depending on the outcome of the data in order to ensure that we are making gains in closing the achievement gap. One of our main areas of focus will be with our ESE students, which is our area of focus according to the ESSA data. In addition, we will progress monitor using Reading Plus data, IXL reading, DreamWorks math and Study Island for Social Studies and Science.
Student assessments include the new Progress Monitoring (FAST), which occur 3 times per year. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Single school culture (Academics, Behavior, and Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week by department. The departments meet with their teams once per week and with administration to discuss and analyze data, modify instruction, and ensure teachers are following the scope and sequence. Student work and best practices are shared and analyzed monthly.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks with

Unit Assessments including the USA and FSQ NGSQ, Semester Exams. Reading Plus and FAST Progress Monitoring, End of course Assessments and Teacher made assessments. The reading plus benchmark assessment and FAST assessments will occur three times a year.

Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

• Review of Lesson Plans,
• Data Analysis of FAST, Reading Plus, IXL Reading, Palm Beach Performance, DreamWorks Math
• Classroom walks
• Student attendance
• Data Chats
• Formal Observations
• Professional Learning Communities attendance/participation
• Formative/Summative Assessments and Technology

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	51%
2022-23 Economically Disadvantaged (FRL) Rate	68%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	29	55	67	151
One or more suspensions	0	0	0	0	0	0	28	68	62	158
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	19	53	7	79
Course failure in Math	0	0	0	0	0	0	40	35	21	96
Level 1 on statewide ELA assessment	0	0	0	0	0	0	99	93	100	292
Level 1 on statewide Math assessment	0	0	0	0	0	0	59	52	58	169
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	116	189	163	468

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	67	93	69	229

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	64	44	55	163
One or more suspensions	0	0	0	0	0	0	12	29	49	90
Course failure in ELA	0	0	0	0	0	0	17	30	15	62
Course failure in Math	0	0	0	0	0	0	25	38	18	81
Level 1 on statewide ELA assessment	0	0	0	0	0	0	48	58	69	175
Level 1 on statewide Math assessment	0	0	0	0	0	0	59	45	80	184
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	57	88	85	230

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	63	47	72	182

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	1	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	64	44	55	163
One or more suspensions	0	0	0	0	0	0	12	29	49	90
Course failure in ELA	0	0	0	0	0	0	17	30	15	62
Course failure in Math	0	0	0	0	0	0	25	38	18	81
Level 1 on statewide ELA assessment	0	0	0	0	0	0	48	58	69	175
Level 1 on statewide Math assessment	0	0	0	0	0	0	59	45	80	184
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	57	88	85	230

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	46	47	50	143

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	1	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	51	49	60	53	50	61		
ELA Learning Gains				51			48		
ELA Lowest 25th Percentile				36			29		
Math Achievement*	66	59	56	63	35	36	54		
Math Learning Gains				62			35		
Math Lowest 25th Percentile				56			26		
Science Achievement*	54	50	49	57	56	53	58		
Social Studies Achievement*	74	68	68	73	64	58	70		
Middle School Acceleration	78	76	73	86	52	49	77		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	83	37	40	50	85	76	61		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	594
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	3	
ELL	58			
AMI				
ASN	78			
BLK	49			
HSP	62			
MUL	70			
PAC				
WHT	72			
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	2	
ELL	50			
AMI				
ASN	74			
BLK	42			
HSP	55			
MUL	63			
PAC				
WHT	65			
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			66			54	74	78			83
SWD	24			34			19	44	79		5	
ELL	38			54			43	52	79		6	83
AMI												
ASN	65			86			68	79	91		5	
BLK	36			43			30	50	85		5	
HSP	53			61			48	64	71		6	75
MUL	63			71			52	88	76		5	
PAC												
WHT	63			74			64	82	78		5	
FRL	45			54			42	55	74		6	75

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	60	51	36	63	62	56	57	73	86			50
SWD	23	34	29	27	41	38	25	43	74			
ELL	44	57	50	50	54	42	28	52	76			50
AMI												
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			36
MUL	64	57	50	69	69	64	33	72	92			
PAC												
WHT	68	52	39	69	63	58	69	80	86			
FRL	47	47	34	49	57	50	43	63	82			47

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	61	48	29	54	35	26	58	70	77			61
SWD	27	26	18	24	25	22	31	40	58			
ELL	45	53	35	47	39	24	29	50	72			61
AMI												
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			
PAC												
WHT	67	49	32	59	36	31	64	79	77			
FRL	47	41	23	40	28	21	46	60	69			50

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	56%	48%	8%	47%	9%
08	2023 - Spring	52%	47%	5%	47%	5%
06	2023 - Spring	53%	45%	8%	47%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	61%	54%	7%	54%	7%
07	2023 - Spring	32%	36%	-4%	48%	-16%
08	2023 - Spring	77%	65%	12%	55%	22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	55%	46%	9%	44%	11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	48%	41%	50%	39%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	50%	48%	48%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	65%	9%	66%	8%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The 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.

Our lowest performing group using the FAST monitoring PM 3 for sy 22/23 was school was 7th grade Math with only 38% proficiency. This was below the state, which was 48%. This is in part due to the overall number of students taking the 7th grade assessment and many of our high achieving students taking the 8th grade assessment and either the Algebra or Geometry EOC.

The ELA FAST PM 3 data revealed that 53% of our students scored on or above grade level for PM 3 sy 22. Our lowest performing subgroups in ELA FAST PM 3 were ESE (43%) and ELL (40%) which will also be a targeted area of focus.
Our ELA scores were ahead of the district by 7 percentage points, which was 46%, and above the state by 6 percentage points, which was 47%. However, this is an area of need and opportunity for improvement for our students.
The Math FAST PM 3 data revealed that 63% of our students scored on or above grade level for PM 3 sy 22. Our lowest performing subgroups in Math FAST PM 3 were ESE (33%) and ELL (53%) which will be a targeted area of focus. Our Math overall scores were ahead of the district by 18 percentage points, which was 45%, and above the state by 11 percentage points, which was 52%.
The Civics end of year data revealed that 73.9% % of our students scored on or above grade level for SY 22. This is higher than both the district and state but still an opportunity for growth. Our data also showed the 45.7% of our ESE subgroup were proficient and our black student subgroup scored at 51.7%. Our Civics scores were ahead of the district by 9 percentage points, which was 65 %, and above the state by 7 percentage points, which was 66%.
The Science end of year data revealed that 55.4 % % of our students scored on or above grade level for SY 22. This is higher than the district but still an opportunity for growth. Our data also showed the two lowest performing groups subgroups were 19.4% of our ESE subgroup were proficient and our black subgroup scored at 31.8%. Our Science scores were ahead of the district by 8 percentage points, which was 47%, and above the state by 10 percentage points, which was 44%.

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

There was a different monitoring system used this past year than the previous year FSA data shows a decline in ELA from a high of 63% proficient using FSA data to last year 54% percent proficiency on PM 3. Although we were higher than the state and district, this is a particular area of focus because with effective literacy skills, all students will perform higher on assessments.

In addtion the greatest decline was using the FAST monitoring PM 3 for sy 22/23 was school was 7th grade Math with only 38% proficiency. This was below the state, which was 48%. This is in part due to the overall number of students taking the 7th grade assessment and many of our high achieving students taking the 8th grade assessment and either the Algebra or Geometry EOC.

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

When looking at the FAST Progress Monitoring data for Window 3 we see the following overall data.
School versus State
ELA Achievement 53% 47%
Math Achievement 63% 52%
Civics 73% 66%
Science 55% 44%

The data shows we have outperformed the state in ELA, Math, Civics and Social Studies which indicates we are
moving in the right direction.The data component with the biggest gap using the FAST monitoring PM 3 for sy 22/23 was school was 7th grade Math with only 38% proficiency. This was below the state, which was 48%. This is in part due to the overall number of students taking the 7th grade assessment and many of our high achieving students taking the 8th grade assessment and either the Algebra or Geometry EOC.

In addition, the topics that were lowest in overall performance were as follows: Math -Proportions, ELA - Reading across genres, Civics -Organization and Function of government Science - Physical science

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

In Math, our overall proficency showed the most gains at 63% improving over the state and district.
In addtion for our ESSA identified subgroup SWD, there were gains from PM 1 to PM 3 in 8th grade.
PM1 PM2 PM3
ESE 9% 17% 33%

Actions taken in FY22 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.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are
ensuring our students receive the support needed for growth and achievement. When looking at our Early
Warning System indicators our two potential areas of concern are:
? Suspensions
? Level 1 State Assessments ELA and Math

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

1. Build capacity with implementation of the B.E.S T standards based instruction that meets the full intent and rigor in all content areas. Increase capacity of Strategic Differentiated Instruction and scaffolding instruction to meet the needs of all learners particularly our SWD's
2. Ensure positive social-emotional connections for our students, which will help increase academic capacity.
3. Strategic use of Technology to ensure usage and academic gains
4. Increase Strategic Tutorials using the differentiated strategies for targeted students using the most recent data points to inform instruction.
5. Increase Effectiveness of Data monitoring and analysis during PLC's to ensure data adequately used to inform instruction.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 highly effective personalized standards based instruction using the B.E.S.T standards to the full intent of the rigor.

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to engage in literacy skills in all content areas The focus will be on personalized standard-based instruction to ensure best practices are utilized throughout all content areas. Our goal will to build capacity with both teachers and students with an emphasis on our SWD students, which is an area of focus due to ESSA data.

Based on FAST and ESSA data (SWD) results, our focus will be to increase learning gains and achievement for all subgroups. 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. We will increase strategic progress monitoring, scaffolding instruction and differentiated instruction.

SY 22-23 Data components
Increase ESSA SWD subgroup by 5 percentage points to 42%
Increase ELA Achievement by 5-percentage points from 53.74% to 58.74% using the FAST assessment PM 3
Increase Math Achievement by 5 percentage points from 63.31% to 68.31 % using the FAST assessment PM 3
Increase Science Achievement by 5 percentage points from 55.65% to 58.65%
Increase Social Studies Achievement by 5 percentage points from 73.9 % to 78.9 %

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 from 53.74% to 58.74% using the FAST assessment PM 3
Increase Math Achievement by 5 percentage points from 63.31% to 68.31 % using the FAST assessment PM 3
Increase Science achievement by 5 percentage points from 55.40% to 60.40 %
Increase Social Studies achievement by 5 percentage points from 73.9 % to 78.9 %

Teacher Practice Outcomes:
By February 2024, 75%, of teachers will effectively review and monitor data to make the best decisions on instruction.
By May 2024, 99%, of teachers will effectively review and monitor data to make the best decisions on instruction.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor this data using the F.A.S.T progress monitoring system, Reading Plus and IXL for ELA and DreamBox for Math. We will 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, Data Chats, Formal and Informal 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. We will utilize a Google form for all PLC's leaders to implement and report progress in the PLC's. Key members of the leadership team including Department leaders, school counselors, ESE contact and the administrative team will support the monitoring of the content areas and student data. There will be specific monitoring of ESE and Lowest 25% using the USA data and FAST data.

Person responsible for monitoring outcome:

Mary Raiford (mary.raiford@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence Based Intervention
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 DreamBox 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. We will have a google form that all teams will use for PLC to ensure fidelity of implementation
5. Progress monitoring feedback for all students will be uitlized, adjusting instruction based on the data.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

With strategic personalized standards based instruction using the BEST standards, we will ensure all students are provided opportunities for accessible personalized standards based instruction at the appropriate level.
By building capacity with professional development with all teachers and stakeholders on how to successfully understand and use effective instructional strategies to teach the BEST standards to full intent of the rigor, there will be increased student achievement of the BEST standards.
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.
Ensure all content teachers support the use of the BEST standards and teaching reading strategies to all of our students which will enhance in achievement our subgroups and overall achievement
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.
If we improve data chats in both 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Provide professional development to build capacity with all teachers and stakeholders on how to successfully understand and use effective instructional strategies to teach the B.E.S.T. standards to full intent of the rigor.
2. This professional development will also include content area teachers and resource teachers.
3. Teachers will unpack the standards.
4. Review student data to see weaknesses and strengths.
5. Make decisions on net steps with instruction.

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

By When: Monitoring will occur each quarter October 30, 2023; January 30, 2024; March 30, 2024; May 30, 2024

Adaptive Technology:
1. Provide professional development to Increase capacity in the use of technology that will incorporate the use of digital -based programs including Math Nation and DreamBox 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.
2. Content teachers and Resource Teachers will review data to make decisions on the development of fluid and flexible small groups.
3. Admin with teachers will analyze and review data to monitor student progress.

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

By When: Monitoring will occur each quarter October 30, 2023; January 30, 2024; March 30, 2024; May 30, 2024

1. Ensure fidelity in active Professional Learning communities ensuring that teams work collaboratively and focus on best practices and methodologies. 2. We will have a google form that all teams will use for PLC's to ensure fidelity of implementation.
3. Administration will monitor the process

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

By When: Monitoring will occur each quarter October 30, 2023; January 30, 2024; March 30, 2024; May 30, 2024

Incorporate B.E.S.T tutoring programs to ensure learning is supplemented with additional resources and teacher support for targeted students.
1. Review student data to selectively target students.
2. Admin reviews teacher data to make decisions on the best of the best teachers for content-specific tutorials.
3. Develop rotational schedules by content.
4. Ongoing monitoring of student attendance and student progress.

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

By When: Monitoring will occur each quarter October 30, 2023; January 30, 2024; March 30, 2024; May 30, 2024

1. Provide professional development to ensure teachers and students are effectively interpreting, understanding and communicating data to individual students.
2. Monitor the data points to ensure usage to inform instruction.

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

By When: Monitoring will occur each quarter October 30, 2023; January 30, 2024; March 30, 2024; May 30, 2024

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus will be to nurture a positive school climate, culture, and school environment for our students in all social and academic endeavors. There will be a targeted emphasis on our ESE students, which is our ESSA Area of focus.

In alignment with the District's Strategic Plan, we enhance all students' sense of belonging, safety, and acceptance. Our instructional priority is to use student data trends to identify needs to support positive behaviors.

Our lowest performing group using the FAST monitoring PM 3 for sy 22/23 was school was 7th grade Math with only 38% proficiency. This was below the state, which was 48%. This is in part due to the overall number of students taking the 7th-grade assessment and many of our high achieving students taking the 8th grade assessment and either the Algebra or Geometry EOC.

The ELA FAST PM 3 data revealed that 53% of our students scored on or above grade level for PM 3 sy 22. Our lowest-performing subgroups in ELA FAST PM 3 were ESE (43%) and ELL (40%) which will also be a targeted area of focus.
Our ELA scores were ahead of the district by 7 percentage points, which was 46%, and above the state by 6 percentage points, which was 47%. However, this is an area of need and opportunity for improvement for our students.
The Math FAST PM 3 data revealed that 63% of our students scored on or above grade level for PM 3 sy 22. Our lowest performing subgroups in Math FAST PM 3 were ESE (33%) and ELL (53%) which will be a targeted area of focus. Our Math overall scores were ahead of the district by 18 percentage points, which was 45%, and above the state by 11 percentage points, which was 52%.
The Civics end-of-year data revealed that 73.9% % of our students scored on or above grade level for SY 22. This is higher than both the district and state but still an opportunity for growth. Our data also showed the 45.7% of our ESE subgroup were proficient and our black student subgroup scored at 51.7%. Our Civics scores were ahead of the district by 9 percentage points, which was 65 %, and above the state by 7 percentage points, which was 66%.
The Science end-of-year data revealed that 55.4 % % of our students scored on or above grade level for SY 22. This is higher than the district but still an opportunity for growth. Our data also showed the two lowest performing groups subgroups were 19.4% of our ESE subgroup were proficient and our black subgroup scored at 31.8%. Our Science scores were ahead of the district by 8 percentage points, which was 47%, and above the state by 10 percentage points, which was 44%.

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

Our measurable outcome will be to reduce number of suspensions by 5% , reduce number of absences by 5% , and increase school climate by 5% based on our SEQ with all students with a targeted emphasis for our ESE students and families.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will progress monitor using the following methods: Monthly Classroom observations and walkthroughs. Each nine weeks, we will analyze tutorial data, attendance data, Referral data, Suspension data, School based team and Child study team data. We will also monitor results using the SEQ survey and school

created climate survey, which will be shared with all stakeholders. In addition, we will monitor results using Student Formative Assessment results.

Person responsible for monitoring outcome:

Milranda Vereen (milranda.vereen@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Choice Programs
2. AVID
4. Attendance Plan
5. SWPBS/ Discipline plan
6. Parent Involvement
7. Required Instruction Florida State Statute 1003.42 and Policy 2.09

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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Choice programs are in place to develop inquiring, knowledgeable young citizens and to further develop college and career readiness.

2. AVID strategies help students to maintain academic focus, set academic goals, and develop organizational systems.

3. Schoolwide Attendance Plan: An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

4 SWPBS and discipline plan supports positive student behavior and decreases of levels of disruptiveness, rates of office referrals, and suspensions, which improves school climate, safety, and order.

5. Parent Involvement in schools improves student attendance, social skills, and behavior.

6. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions meeting the needs of all students and a culture that values respect and plays a key role in performance and addressing equity.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1.Provide teachers with professional development to understand Choice Programs and implement effective strategies.

2. Ensure all expectations are clearly explained and understood.
3.Adminisrtration Monitor the climate using a google survey making sure to include our specific target audience of ESE students, analyze the data and make adjustments as needed

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

By When: Monitoring will occur each quarter October 30, 2023; January 30, 2024; March 30, 2024; May 30, 2024

1. Provide teachers with professional development to understand AVID strategies.
2.Ensure students understand how to maintain academic focus, set academic goals, and develop organizational systems, which will be a part of single school culture and taught throughout all classrooms.

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

By When: Monitoring will occur each quarter October 30, 2023; January 30, 2024; March 30, 2024; May 30, 2024

1. Provide teachers with professional development to implement the attendance plan.
2. This will include strategies to teachers of how and when to take attendance
3. Encourage students to be on time and come to school daily.

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

By When: Monitoring will occur each quarter October 30, 2023; January 30, 2024; March 30, 2024; May 30, 2024

1. Provide teachers and students with the necessary tools to ensure implementation the SWPBS/Discipline plan with fidelity.
2. This information will be provided at faculty meetings, PLC's and student assemblies.
3. Administration will monitor with classroom walk throughs

Person Responsible: Michael Hensley (michael.hensley@palmbeacshcools.org)

By When: Monitoring will occur each quarter October 30, 2023; January 30, 2024; March 30, 2024; May 30, 2024

1. Ensure parent involvement is an integral part of our school activities
2. Provide effective communication on social media platforms, school website with all stakeholders

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

By When: Monitoring will occur each quarter October 30, 2023; January 30, 2024; March 30, 2024; May 30, 2024

Ensure Required Instruction Florida State Statute 1003.42 and Policy 2.09 is implemented throughout the school year. Monitor with classroom walkthroughs and lesson plans.
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels,
including but not limited to:

(g) History of the Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for

authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

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

By When: Monitoring will occur each quarter October 30, 2023; January 30, 2024; March 30, 2024; May 30, 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Resources and allocations are focused on the following:
1. Inclusion teachers (ESE) and our community language facilitator (ESOL) provide instructional support to students in our school.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Administration and Department leaders will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular data collection (quarterly) and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, and Civics. Math skills and support student mastery of the Florida B.E.S.T. standards. Support is provided to enhance literacy across the content areas. Social emotional growth through the resources found in the Scope and Sequence.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. Our business partners support our positive behavior programs as well as enhance student achievement.

SDPBC requires every school regardless of school grade, to complete a School wide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, and provide an overview of the requirements of the School Board, and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation, and Federal/State Programs, the District ensures that the SIP, and other grant-funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports

for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.