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Christa Mcauliffe Middle School

6500 LE CHALET BLVD, Boynton Beach, FL 33472

<https://cmms.palmbeachschools.org>

Demographics

Principal: Dwight Graydon

Start Date for this Principal: 7/20/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: A (68%) 2017-18: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Christa McAuliffe Middle School

6500 LE CHALET BLVD, Boynton Beach, FL 33472

<https://cmms.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">57%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">56%</p>

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Christa McAuliffe Middle School is to Educate, Affirm, and Inspire each student in an equity-embedded school setting.

Provide the school's vision statement.

Christa McAuliffe Middle School along with the entire School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

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
Graydon, Dwight	Principal	<p>The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. He oversees all aspects of the school's operational and instructional processes, people, and technology. The principal deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the the vision of academic success aligned to high school, college, and career readiness. He directly supervises the Assistant Principals, Math Department, Electives Department, and Front Office Staff.</p>
Hoffman, Keith	Assistant Principal	<p>The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. He helps to deepen understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to high school, college, and career readiness. He directly supervises the Science Department, Social Studies Department, and Custodians as well as assumes the roles of Facilities Contact.</p>
Taylor, Shaundrika	Assistant Principal	<p>The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. She helps to deepen understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to high school, college, and career readiness. She directly supervises the ELA / Reading Department, ESE Department, as well as assumes the roles of Testing Coordinator and Transportation contact.</p>
Lowen, Rachelle	Assistant Principal	<p>The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. She helps to deepen understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to high school, college, and career readiness.</p>

Demographic Information

Principal start date

Wednesday 7/20/2022, Dwight Graydon

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.*

16

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.*

24

Total number of teacher positions allocated to the school

83

Total number of students enrolled at the school

1,389

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

12

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

12

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	486	460	530	0	0	0	0	1476
Attendance below 90 percent	0	0	0	0	0	0	54	53	61	0	0	0	0	168
One or more suspensions	0	0	0	0	0	0	43	50	40	0	0	0	0	133
Course failure in ELA	0	0	0	0	0	0	39	35	88	0	0	0	0	162
Course failure in Math	0	0	0	0	0	0	26	55	70	0	0	0	0	151
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	59	72	72	0	0	0	0	203
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	107	97	59	0	0	0	0	263
Number of students with a substantial reading deficiency	0	0	0	0	0	0	103	99	0	100	0	0	0	302

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	93	70	66	0	0	0	0	229

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	24	21	18	0	0	0	0	63
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/7/2022

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	491	458	539	0	0	0	0	1488
Attendance below 90 percent	0	0	0	0	0	0	12	18	18	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	16	15	16	0	0	0	0	47
Course failure in ELA	0	0	0	0	0	0	77	93	56	0	0	0	0	226
Course failure in Math	0	0	0	0	0	0	28	88	53	0	0	0	0	169
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	63	78	73	0	0	0	0	214
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	87	92	87	0	0	0	0	266
Number of students with a substantial reading deficiency	0	0	0	0	0	0	63	78	73	0	0	0	0	214
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	159	218	172	0	0	0	0	549
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	197	213	128	0	0	0	0	538

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	82	107	82	0	0	0	0	271

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	2	0	4	0	0	0	0	6
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	491	458	539	0	0	0	0	1488
Attendance below 90 percent	0	0	0	0	0	0	12	18	18	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	16	15	16	0	0	0	47	
Course failure in ELA	0	0	0	0	0	0	77	93	56	0	0	0	226	
Course failure in Math	0	0	0	0	0	0	28	88	53	0	0	0	169	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	63	78	73	0	0	0	214	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	87	92	87	0	0	0	266	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	63	78	73	0	0	0	214	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	159	218	172	0	0	0	549	
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	197	213	128	0	0	0	538	

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	82	107	82	0	0	0	0	271

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	0	4	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data 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	62%	53%	50%				72%	58%	54%
ELA Learning Gains	52%						61%	56%	54%
ELA Lowest 25th Percentile	37%						52%	49%	47%
Math Achievement	68%	35%	36%				76%	62%	58%
Math Learning Gains	69%						68%	60%	57%
Math Lowest 25th Percentile	65%						56%	53%	51%
Science Achievement	58%	56%	53%				71%	52%	51%
Social Studies Achievement	74%	64%	58%				81%	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	74%	58%	16%	54%	20%
Cohort Comparison						
07	2022					
	2019	66%	53%	13%	52%	14%
Cohort Comparison		-74%				
08	2022					
	2019	75%	58%	17%	56%	19%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	72%	60%	12%	55%	17%
Cohort Comparison						
07	2022					
	2019	50%	35%	15%	54%	-4%
Cohort Comparison		-72%				
08	2022					
	2019	78%	64%	14%	46%	32%
Cohort Comparison		-50%				

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	71%	51%	20%	48%	23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	72%	8%	71%	9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	64%	35%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	60%	39%	57%	42%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	39	33	38	56	44	33	45	58		
ELL	41	46	34	50	62	49	39	57	72		
ASN	88	70		90	86	83	86	93	100		
BLK	43	40	25	46	60	53	38	58	90		
HSP	61	51	38	67	67	60	52	70	79		
MUL	65	61	46	64	67	67	65	75	81		
WHT	66	54	42	74	71	74	63	80	83		
FRL	54	48	36	58	64	58	50	64	80		
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	30	34	25	34	38	28	35	48	65		
ELL	46	48	30	47	32	22	33	59	71		

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
ASN	86	68		87	60		87	93	89		
BLK	45	45	32	38	32	22	50	56	70		
HSP	58	46	29	58	43	26	60	63	72		
MUL	69	57	55	68	57	44	65	73	70		
WHT	69	52	31	71	47	33	75	79	79		
FRL	52	46	30	51	40	29	57	62	72		

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	37	44	37	40	50	44	37	54	55		
ELL	50	58	58	52	58	47	41	63	50		
ASN	85	77	57	89	82	67	85	90	92		
BLK	50	55	49	51	50	43	34	60	39		
HSP	71	58	46	72	65	58	66	81	78		
MUL	66	55	47	71	72	55	71	100	91		
WHT	76	63	57	83	72	61	79	84	81		
FRL	58	57	48	62	60	46	55	67	64		

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)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	48
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	87
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	45
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	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	67
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	54
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?

All school grade components increased in their percentages with the exception of ELA achievement and science achievement. Science showed the greatest amount of a decrease from 68% to 58%. Math achievement saw the highest amount of gains across all three levels.

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

Science and ELA are in the greatest percentages of decrease from FY 2019 to the current school year 2022. In 2019 science scores were 72% whereas in 2022 they fell to 58%.

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

Due to staff losses during the pandemic, science teachers were greatly needed and were constantly being replaced by substitutes and faculty members filling in. This inconsistency was also felt in the ELA department, especially within intensive reading classes.

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

Math was still considered a high area of focus from the previous year. Teachers were provided PD and placed strategically to meet the needs of students.

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

The school had invested many resources such as online IXL math programs, tutoring services, and advanced math placement for students showing ability.

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

Ensure that the ELA and Science scores increases this year across the board. Teachers will be provided professional development and support to maximize common planning meetings (CPM). The progress monitoring of student achievement will be enhanced and reviewed during CPM's. ELA Gains have been a focus for the school for many years and knowing that PYG, Gains, and Achievement go hand in-hand, a laser-like focus will remain in place. If teachers work to get the academic growth needed in every student, then those gains will equate to achievement increases across the board.

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.

Administration and Department Heads on campus will guide teachers in the process of reviewing and analyzing data. Teachers will be shown how to use summative and formative data to target areas of need and differentiate instruction. All teachers will receive specific training for testing that will include the importance of exams and the effect of student effort during exams on exam performance.

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

Administration must provide support from the top while utilizing change sustaining approaches. We must be prepared to shift paradigms when needed while at the same time exhibiting transparent communication skills.

We will assimilate and integrate by investing in the planning process for sustained results. Lastly, we will use strategies such as developing a “yes we can” attitude; interprofessional reflective practice; individual, multilevel, and collective leadership; evidence generation and use; and performance evaluation.

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 Science

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

8th Grade Science proficiency dropped 10 percentage points from a 68% to a 58%.

Measurable Outcome:

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

By the end of SY23, Science proficiency will increase from a 58% to 70%.

Monitoring:

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

The implementation of Common Planning Meetings (CPM's) performed with fidelity, instructional walks, and placing a greater emphasis on data driven instruction through progress monitoring.

Person responsible for monitoring outcome:

Dwight Graydon (dwight.graydon@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

During common planning meetings, performance matters data will help to drive instruction while also following the district scope and sequence.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Standards-based instruction, high expectations, personalized teaching and learning, and increased student engagement will help to achieve this outcome.

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. Monitor weekly CPM's closely with each grade-level content area team and Administration.
2. Provide PD.
3. Increase tutoring programs specific to State Standards.
4. Pull out / Push in program prior to testing.

Person Responsible

Dwight Graydon (dwight.graydon@palmbeachschools.org)

#2. Positive Culture and Environment specifically relating to campus behavior.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students with one or more suspensions increased from 47 in SY21 to 133 in SY22.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to reduce our students with one or more suspensions to 99 or below.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor this in SIS and EDW on a monthly basis during our discipline and safety meetings.
Person responsible for monitoring outcome:	Dwight Graydon (dwight.graydon@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will be implementing structure and systems to enhance student supervision.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The students misbehaved mostly during arrival, lunch, and dismissal according to the the discipline dashboard.

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. Implement an arrival plan sectioning off a portion of the school while at the same time giving grade levels designated meeting areas.
2. Teachers escorting students to and from lunch. Students will also have an assigned table to sit at during lunch.
3. A staggered dismissal plan to separate the grade levels, walkers, car riders, and bus riders.

Person Responsible Dwight Graydon
(dwight.graydon@palmbeachschools.org)

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.

All members of the school staff participate in committee meetings that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools to ensure

smooth transitioning into middle school and into high school. Staff members implement a formal process that promotes productive discussion about student learning along the matriculation continuum. School personnel can clearly link collaboration to improvement results in instructional practice, student performance, and increased high school readiness. Communication with families and business or community members has increased tremendously over the years. Through using the new digital marquee, parent link, and various meeting venues and platforms, the school enlists stakeholder input and feedback throughout the year. Open House along with several other parent-invitation events help to form bonds between the community and the school. The School Advisory Council meets consistently and helps to deepen positive relationships with parents, families, and other community stakeholders. The PTSA, volunteer, and business partner liaison reaches into the community to enhance these relationships which helps to fulfill the school's mission and support the needs of students. The school prides itself on integrating a Single School Culture and sharing universal guidelines, following the behavior matrix, and teaching expected behaviors. Communication and monitoring of SwPBS (School Wide Positive Behavior Support), an appreciation for multicultural diversity, and structured lessons (Suite 360) helps to achieve expected goals.

We will also incorporate Florida State Statute 1003.42 stating that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction.

We look for SOARing students and want them to get caught SOARing! The School-based RtI Leadership Team meets regularly to review and monitor data in order to help students and their families through the process. Based on this, the team identifies the needs of students as well as professional development activities needed to create effective learning environments. Many activities and programs are offered to support student success, including but not limited to mentoring programs, data chats, counseling and behavioral health professionals, character counts, Suite 360, and SEL projects. Building student ownership is the cornerstone to success and programs such as these help to focus on positive school culture and environment. At the end of the year, articulation meetings occur with our feeder elementary schools. The school counselors present curriculum to all our 5th grade incoming students. In addition, all 6th and 7th grade students are automatically enrolled in the pre-requisite technology courses in preparation of application to our 8th grade course for those wishing to earn high school credit and industry certification, which meets the acceleration component for school grade. After the completion of the pre-requisite technology courses students will receive information from their school counselor to apply to the Industry Certification course. The school works closely with feeder High Schools to advance college and career awareness. The Volunteer and Business Partner liaison and many club sponsors also contribute to creating tighter ties with community and business members who help to advance awareness of careers during the school year. Stakeholders on many levels work together to build a positive school culture and environment. Challengers SOAR!

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

Two committees are the primary stakeholders in promoting a positive culture and environment at the school. The SwPBS Committee is composed of a core group of teachers who meet monthly to monitor the data and enact initiatives to support SOARing behavior at school. HERO was implemented successfully and continues to be used to recognize positive behavior throughout the campus. The other group of diverse stakeholders is the School Advisory Council, which also meets once a month to provide oversight to this plan and to hear the principals report and provide input on initiatives that contribute to promoting a positive culture and environment at the school. State Mandate also aimed at integrating culturally appropriate content in textbooks and instructional materials. Also of critical importance, 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) The history of the Holocaust
- (h) The history of African Americans

- (p) The study of Hispanic contributions to the United States.
- (q) The study of women's contributions to the United States.
- (t) The sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

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