

The School District of Palm Beach County

Don Estridge High Tech Middle School



2022-23 Schoolwide Improvement Plan

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Don Estridge High Tech Middle School

1798 NW SPANISH RIVER BLVD, Boca Raton, FL 33431

<https://deht.palmbeachschools.org>

Demographics

Principal: Joshua Davidow

Start Date for this Principal: 7/21/2021

| | |
|--|--|
| 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) | 41% |
| 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 (80%) 2018-19: A (82%) 2017-18: A (81%) |
| 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Don Estridge High Tech Middle School

1798 NW SPANISH RIVER BLVD, Boca Raton, FL 33431

<https://deht.palmbeachschools.org>

School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 6-8 | No | 41% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 51% |

School Grades History

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

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty of Don Estridge High Tech Middle School is committed to providing a world-class education along with a safe and nurturing environment that includes a rigorous technology infused curriculum to ensure that all students become responsible and productive life-long learners.

Provide the school's vision statement.

The faculty of Don Estridge High Tech Middle School is committed to:
providing a rigorous, world-class education offering a digital learning environment where students work collaboratively and are prepared to compete globally.

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 |
|--------------------|---------------------|---|
| Davidow, Joshua | Principal | Provides a common vision and mission focused on student improvement for all students. Develops, implements, and monitors the outcome of the SIP and achievement data to improve student learning for all students. Works with and engages faculty and staff in a shared vision for effective teaching and learning by focusing on implementing a standards-based curriculum, relevant to student needs that provides academic rigor in every classroom. Uses disaggregated data to ensure continuous academic improvement. Ensures that the school-based team is implementing RTI, conducts assessments of RTI skills of the staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support the staff in their professional growth. Effectively communicates with all stakeholders to create a safe and nurturing environment for our staff and students |
| Poorman, Rick | Assistant Principal | <p>Rick Poorman-8th grade assistant principal</p> <p>Provides insight/input on academic achievement, and discipline data. Works as a liaison with classroom teachers. Supports a specific content area for purposes of obtaining observational data and provides feedback to help support and improve effective teaching strategies for a rigorous standards-based curriculum. Attends departmental meetings to support teacher collaboration. Serves as Facilities Coordinator to assist with school leases, logistics, and supervision of custodians. Oversees all 8th-grade activities: EOY trip, school dances, awards ceremonies, and yearbook signing.</p> |
| Fitzpatrick, Brian | Assistant Principal | <p>Brian Fitzpatrick-7th grade assistant principal</p> <p>Provides insight/input on academic achievement, discipline data, and work as a liaison with classroom teachers. Supports a specific content area for purposes of obtaining observational data and provide feedback to help support and improve effective teaching strategies for a rigorous standards-based curriculum. Attends departmental meetings to support teacher collaboration. ESP Coordinator for new teachers, assist student interns with placement, support, and guidance during their internship. Provides and supports the teacher with data-driven instruction. Oversees all data information related to student testing. Oversees the master board for student and teacher scheduling.</p> |
| saffici, kristin | School Counselor | <p>Kristin Saffici- 8th grade guidance counselor</p> <p>Provides individual, group, and classroom counseling for students; serves as a liaison to/with the community. county, state, and federal agencies and programs; assist students and parents with course selection and scheduling; provide career, vocational, academic, and attendance support to students, promotes high school matriculation, making sure all our 8th grade students get the best</p> |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|------------------|--|
| | | placement possible. Supports the school-based team and assists students with RTI support and guidance. |
| | | 7th grade guidance counselor |
| menendez, rosa | School Counselor | Provides individual, group, and classroom counseling for students; serves as a liaison to/with the community. county, state, and federal agencies and programs; assist students and parents with course selection and scheduling; provide career, vocational, academic, and attendance support to students, promotes high school matriculation, making sure all our 7th grade students get the best placement possible. Supports ESOL students by preparing quarterly reports to ensure the students are receiving the strategies and support needed in the classroom. |
| Lawther, Ryan | Teacher, ESE | ESE Contact: Implementing and ensuring compliance to established policies, procedures and/or regulations Maintains Individual Educational Plan (IEP) documents and plans coordinates, conducts and/or facilitates IEP Team meetings, and IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. |

Demographic Information

Principal start date

Wednesday 7/21/2021, Joshua Davidow

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.*

7

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.*

20

Total number of teacher positions allocated to the school

82

Total number of students enrolled at the school

1,272

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

14

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

11

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 | 432 | 430 | 410 | 0 | 0 | 0 | 0 | 1272 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 40 | 51 | 0 | 0 | 0 | 0 | 119 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 24 | 33 | 0 | 0 | 0 | 0 | 83 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 17 | 19 | 0 | 0 | 0 | 0 | 50 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 17 | 12 | 0 | 0 | 0 | 0 | 33 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 29 | 24 | 0 | 0 | 0 | 0 | 71 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 27 | 14 | 0 | 0 | 0 | 0 | 63 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 4 | 0 | 0 | 0 | 0 | 14 |

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 | 22 | 24 | 24 | 0 | 0 | 0 | 0 | 70 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Tuesday 9/20/2022

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 1 | 15 | 0 | 0 | 0 | 0 | 28 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 8 | 10 | 0 | 0 | 0 | 0 | 22 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 22 | 0 | 0 | 0 | 0 | 51 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 28 | 0 | 0 | 0 | 0 | 31 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 16 | 16 | 0 | 0 | 0 | 0 | 48 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 | 63 | 28 | 0 | 0 | 0 | 0 | 159 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 28 | 40 | 0 | 0 | 0 | 0 | 92 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 94 | 71 | 0 | 0 | 0 | 0 | 237 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 115 | 80 | 42 | 0 | 0 | 0 | 0 | 237 |

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 | 32 | 12 | 19 | 0 | 0 | 0 | 0 | 63 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 1 | 15 | 0 | 0 | 0 | 0 | 28 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 8 | 10 | 0 | 0 | 0 | 0 | 22 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 22 | 0 | 0 | 0 | 0 | 51 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 28 | 0 | 0 | 0 | 0 | 31 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 16 | 16 | 0 | 0 | 0 | 0 | 48 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 68 | 63 | 28 | 0 | 0 | 0 | 0 | 159 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 28 | 40 | 0 | 0 | 0 | 0 | 92 | |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 94 | 71 | 0 | 0 | 0 | 0 | 237 | |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 115 | 80 | 42 | 0 | 0 | 0 | 0 | 237 | |

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 | 32 | 12 | 19 | 0 | 0 | 0 | 0 | 63 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | |

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 | 83% | 53% | 50% | | | | 86% | 58% | 54% |
| ELA Learning Gains | 68% | | | | | | 67% | 56% | 54% |
| ELA Lowest 25th Percentile | 48% | | | | | | 67% | 49% | 47% |
| Math Achievement | 88% | 35% | 36% | | | | 92% | 62% | 58% |
| Math Learning Gains | 84% | | | | | | 84% | 60% | 57% |
| Math Lowest 25th Percentile | 74% | | | | | | 74% | 53% | 51% |
| Science Achievement | 85% | 56% | 53% | | | | 89% | 52% | 51% |
| Social Studies Achievement | 95% | 64% | 58% | | | | 97% | 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 | 85% | 58% | 27% | 54% | 31% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 85% | 53% | 32% | 52% | 33% |
| Cohort Comparison | | -85% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 89% | 58% | 31% | 56% | 33% |
| Cohort Comparison | | -85% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 86% | 60% | 26% | 55% | 31% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 70% | 35% | 35% | 54% | 16% |
| Cohort Comparison | | -86% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 98% | 64% | 34% | 46% | 52% |
| Cohort Comparison | | -70% | | | | |

| 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 | 89% | 51% | 38% | 48% | 41% |
| 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 | 97% | 72% | 25% | 71% | 26% |
| 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 | 100% | 64% | 36% | 61% | 39% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 100% | 60% | 40% | 57% | 43% |

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 | 46 | 38 | 27 | 59 | 61 | 50 | 48 | 74 | 77 | | |
| ELL | 39 | 43 | 41 | 67 | 69 | 60 | | 87 | | | |
| ASN | 95 | 84 | 67 | 97 | 91 | 86 | 91 | 100 | 100 | | |
| BLK | 62 | 57 | 40 | 71 | 78 | 68 | 71 | 84 | 90 | | |
| HSP | 85 | 69 | 57 | 88 | 83 | 73 | 88 | 95 | 97 | | |
| MUL | 83 | 72 | 33 | 93 | 84 | 77 | 80 | 94 | 91 | | |
| WHT | 86 | 67 | 50 | 91 | 85 | 75 | 86 | 97 | 94 | | |
| FRL | 73 | 61 | 44 | 81 | 80 | 72 | 77 | 91 | 94 | | |
| 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 | 40 | 40 | 38 | 46 | 46 | 38 | 38 | 70 | 68 | | |
| ELL | 56 | 63 | 48 | 60 | 49 | 32 | | | | | |

| 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 | 97 | 85 | 77 | 94 | 81 | | 100 | 100 | 97 | | |
| BLK | 62 | 55 | 45 | 56 | 40 | 36 | 59 | 82 | 87 | | |
| HSP | 79 | 63 | 46 | 82 | 60 | 49 | 76 | 92 | 91 | | |
| MUL | 87 | 63 | 58 | 92 | 59 | 54 | 90 | 81 | 91 | | |
| WHT | 87 | 71 | 60 | 87 | 68 | 59 | 83 | 94 | 87 | | |
| FRL | 72 | 61 | 50 | 72 | 52 | 42 | 69 | 86 | 86 | | |
| 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 | 46 | 48 | 49 | 59 | 60 | 48 | 70 | 82 | 35 | | |
| ELL | 60 | 63 | 63 | 74 | 73 | 68 | 69 | | 45 | | |
| ASN | 98 | 73 | | 99 | 97 | | 100 | 100 | 98 | | |
| BLK | 75 | 64 | 62 | 84 | 78 | 64 | 75 | 95 | 76 | | |
| HSP | 86 | 69 | 69 | 91 | 81 | 71 | 89 | 96 | 81 | | |
| MUL | 88 | 65 | 64 | 95 | 85 | 79 | 100 | 100 | 95 | | |
| WHT | 88 | 66 | 70 | 95 | 86 | 80 | 93 | 98 | 84 | | |
| FRL | 78 | 63 | 65 | 86 | 78 | 65 | 82 | 93 | 78 | | |

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 | 78 |
| 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 | 63 |
| Total Points Earned for the Federal Index | 783 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 53 |
| 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 | 59 |
| 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 | 90 |
| 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 | 69 |
| 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 | 82 |
| 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 | 79 |
| 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 | 81 |
| 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 | 74 |
| 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?

When looking at the data, trends over the last two years have shown no sustained progress toward narrowing or closing the achievement gap in ELA. L 25% of ELA students have consistently been the lowest performers. In FY22, 48% of L25 students made learning gains. This resulted in a 5% decline compared to the data in FY21. In FY19, 84% of L25 students made learning gains. In FY21, 53 % of L 25 students made learning gains. That's a 31% decline in two years. We attribute the learning loss from FY19 to FY21 to the pandemic which contributed significantly to the decline. The following subgroups are included in the L25: English Learners, minority students, and students with disabilities. Some of these students are enrolled in Intensive Reading. Our Math scores demonstrated growth in all three categories according to the School Grades Report. Math Level 3+ increased by 6 %, Math Learning Gains increased by 22%, and L25 Math Learning Gains increased by 25%. We will develop an improvement plan to remove any constraints and bolster remediation to support our students in making learning gains in ELA.

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

When analyzing our data from the previous year, L25 in ELA demonstrates the greatest need for improvement. Over the last two years, there has been no sustained progress with this subgroup. The significant decline between FY19 and FY21 is an area of concern. In addition, not being able to maintain our FY21 % of L25 making learning gains at 53%, means that we have some work to do. If we do not provide the necessary support for literacy skills, then we will continue to see the achievement gap increase among our L25 students. It is imperative that when a plan is developed, it is implemented with the necessary scaffolding in instruction. Opportunities for remediation of standards when students do not achieve proficiency, as well as enrichment opportunities for students that achieve proficiency. This allows the students that have not reached proficiency to make progress and the students that have achieved proficiency to maintain. To further support our L25 students, we enroll them in a section of Intensive Reading.

In FY21 we used the following progress monitoring tools to ensure academic success in the areas (ELA) where we show a decline and the inability to sustain progress.

1. Content Literacy Strategies
2. Cross Curriculum ELA support for common academic language and TEAC.
3. Differentiation strategies
4. PD opportunities to focus on areas identified as a concern based on
5. Tutorials for L25 in ELA Gour
6. Personalized and Blended Learning

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

We attribute this to the lack of rigorous standards-based instruction, implementation of Content Literacy Strategies, students being improperly placed in ELA classes, lack of student participation in the tutorial programs, and being in classes with teachers with 0-3 years of teaching experience. In an effort to address this issue, our primary focus will be to continuously provide standards-based instruction. Teachers will receive resources and evidence-based strategies to help them support students who are not performing on grade level. Instructional planning during PLC meetings and data chats with teachers and students. Continue to offer tutorials during the school day to ensure student participation. All teachers, including elective teachers, will collaborate to ensure that students attend the tutorial program; therefore, ensuring that the program is successful. In addition to the actions mentioned above, we have started the implementation of the following tools and resources to address the area of concern.

1. Ongoing, formative assessments
2. Intensive remediation(e.g., push in and pull out support using an academic tutor for L25)
3. Small groups, one-on-one instruction in the classroom
4. Lunch Bunch tutorials
5. Focus Calendar

We continuously strive to increase student engagement and support students as they use the strategies and resources they have been provided in an attempt to take ownership of their learning. Focusing on the L25 in ELA and ESSA subgroups remains our highest priority in FY23.

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

Our Math and acceleration courses showed the most improvement. Math demonstrated improvements in all categories for FY22. Two teachers had a 100% of their students pass the EOC for a high school credit course. Nine teachers had 75% or greater of their students make learning gains. Acceleration courses improved from 89% to 95%, a total of 6% for eligible students enrolled in the high school course for industry certification. We consistently use disaggregated data analysis and strategic scheduling to provide students with the opportunity to participate in accelerated courses. We will continue to use the same modalities to ensure that we see an upward trend in our acceleration courses.

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

In our acceleration courses, we consistently use disaggregated data analysis and strategic scheduling to provide students with the opportunity to participate in acceleration courses. Math planned strategic PLCs to analyze data and develop lesson plans to support the learning of all students. In addition, they provided tutorials during lunch, recorded daily lessons to post on GC, used blended learning via online math programs, and through progress monitoring consistently adjusted lessons for remediation.

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

All students will be immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in applying and collaborating in a student-centered, personalized environment. The following steps will be implemented to accelerate learning.

1. Students will use complex texts, tasks, and talk evidence from the text and create work samples that are standards-based and rigorous.
2. Students will use Reading Plus in Intensive Reading, this is being used as a progress monitoring tool and evidence-based intervention for comprehension to ensure literacy progression for students that are in RTI.
3. Just Words class has been implemented.
4. Teacher leaders/mentors will be utilized across the content areas to support differentiation strategies.

5. Math and ELA tutoring during the school day.
6. Small group instruction across content areas
7. Extra practice with math problems via the textbook, the teacher will monitor progress.
8. Content Literacy Strategies
9. TEAC and common academic language across content areas
10. Before, During, and After reading strategies
11. Phonics based instruction
12. S.P.I.R.E.
13. Rotational Instructional Model for small and whole group instruction
14. Fastbridge to document fluency and comprehension.

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.

We will continue to provide professional development opportunities to ensure that our teachers provide relevant and effective instruction so that all students achieve academic success. Teachers will be engaged in strategic, focused PD, collaborative planning, and deep data dive analysis to plan standards-based instructional practices to accelerate learning. The following professional development opportunities will be offered to support instruction and accelerate learning.

1. Content Literacy Strategies
2. Data Chats
3. PLCs
4. Unpacking Standards
5. Formative Assessments
6. Marzano Elements of Rigor
7. Developing assessments/activities using Blooms Taxonomy and Webb's Depth of Knowledge
8. EDW/Performance Matters to Drive Instruction
9. Planning for Equity and Inclusion
10. Personalize Learning to Deliberately Meet the Needs of all Students
11. High Impact, Low Burn-Out Strategies
12. Using MTSS to Support Accelerated Learning
13. SMART Goals
14. SEL
15. B.E.S.T. Standards

Our PLCs will be an ongoing part of professional development for all teachers.

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

We will continue to focus on providing a rigorous, standards-based curriculum across all core content areas. Allocating resources to areas that demonstrate the highest need. We are currently seeking to hire a full-time ESOL teacher to support our English Learners. In an effort to ensure sustainability we will continue to do the following in FY23 and beyond:

1. Leadership team will analyze formative student data to ensure students are making adequate progress as well as conduct classroom walkthroughs to monitor that teachers are integrating differentiated strategies.
2. Literacy team will work collaboratively with teachers to provide assistance with implementing common language&TEAC across all content areas.
3. Teachers will meet in their PLCs by grade level to discuss the most effective methods for incorporating complex texts and annotating across the four content areas.
4. Teachers will continue to use CommonLit to support reading literacy in the classroom.

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 Standards-aligned Instruction

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

Deliver effective and relevant instruction to ensure progress toward high school readiness by increasing our percentage of students high school ready from 86% to 95%

Rationale: The District set the school target at 95%. This area of focus aligns with the District

Strategic Plan to ensure that 95% of our students are ready for high school. This area of focus aligns with the District's New Strategic Plan, Theme A, Goal 2, Academic Excellence and Growth. Our first instructional priority is to deliver effective and relevant standards-based instruction to ensure progress towards high school readiness.

After reviewing last year's data, we did not meet our goal to have 95% of our students high school ready. Based on the criteria to determine high school readiness, if we focus on standards-based relevant instruction in Math and ELA we can reduce the number of course failures in both content areas. Providing a safe learning environment and promoting a positive culture that is conducive to the academic and behavioral success of our students.

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

Our measurable goal for FY23 is to have 95% of our 8th grade class be high school ready. This is measured by the number of ELA and Math course failures for the year, the number of OSS, and attendance. By February 2023, we would like to see our students making progress towards being high school ready. By May 2023, we would like to increase last year's percentage by 9%. to achieve our goal of 95% high school readiness.

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

1. The leadership team will analyze formative student data to ensure students are making adequate progress as well as conduct classroom walkthroughs to ensure teachers are integrating differentiation strategies.
2. Literacy team will work collaboratively with teachers to provide assistance with implementing common language & TEAC across all content areas.
3. Teachers will meet in their PLCs by grade level to discuss the most effective methods for incorporating complex texts, marking texts, using common language & implementing TEAC across the content areas.
4. Monthly PLC Facilitator's Meeting to discuss evidence-based strategies, plan for implementation, and provide feedback regarding the strategies
5. Student infraction discipline will be regularly monitored by administration using the Student Conductor(kiosk) to track the number of infractions a student receives monthly. Parents will be conducted in real-time regarding infractions, and the number of times a student is out of the classroom.
6. Student attendance & administrative discipline will regularly be monitored through the Principal's Dashboard.
7. Classroom walkthroughs

**Person responsible
for monitoring
outcome:**

Joshua Davidow (joshua.davidow@palmbeachschools.org)

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

1. Students will use complex texts, tasks, and talk evidence from the text and create work samples that are standards-based and rigorous.
2. Use the Reading Plus computer program along with iReady in Intensive Reading to increase reading skills.
3. Small group instruction
4. Content Literacy Strategies
5. UPS- Check Process(Understand, Plan, and Solve)
6. Activating prior knowledge (KWL, graphic organizers)
7. Scaffolding/Chunking to support struggling learners
8. School-wide matrix F.I.E.R.C.E. - each month the PBS team will provide focus behaviors for rewarding students in SIS. Students with the highest number of points grade level will be entered into a raffle for prizes(iPad, Air Pods)
9. Adaptive Technology(Math Nation, Study Island)
10. Math and ELA tutorials

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

In an effort to align with the District's LTO goal, Theme A, Goal 2, Academic Excellence and Growth will ensure that ALL students are immersed in rigorous tasks encompassing the full the intent of the standards, actively engaged in building, applying, and collaborating in a student-centered, personalized environment.

Instructional priorities and instruction must be in alignment to ensure that the instructional practice and strategies will have an impact on improving the Area of Focus. Teachers must provide tasks and assessments aligned to the benchmarks. This will be demonstrated by the application of the benchmarks and standards via tasks, discussions, and ongoing formative assessments.

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. Leadership team will analyze formative student data to ensure students are making adequate progress as well as conduct classroom walkthroughs to ensure teachers are integrating differentiation strategies.
2. Literacy team will work collaboratively with teachers to provide assistance with implementing common language & TEAC across all content areas.
3. Teachers will meet in their PLCs by grade level to discuss the most effective methods for incorporating complex texts, marking texts, using common language & implementing TEAC across the content areas.
4. Adaptive Technology(Math NAtion, Study Island)
5. PD sessions will focus on data analysis to focus on effective instruction.
6. Students will be selected for tutorials in Math, ELA, and Science
7. Students will be assessed using FAQs and USAs in Math and Language Arts. Teachers will use the results to adjust instruction for remediation.

Person Responsible Brian Fitzpatrick (brian.fitzpatrick@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.

It is the goal of all staff in our school to foster positive relationships with students and stakeholders. Our school community does the following to build positive relationships with our staff, students, parents, and community.

1. We invite parents to attend our monthly SAC meetings to promote and share in our vision to provide a safe and nurturing environment for our students to learn. Each meeting has an "educational segment" to provide our parents with information to help them support their son/daughter. We send out a survey to parents to find out what they would like more information about. Based on the results, we schedule the segments for our meetings.
2. We send out a weekly bulletin to communicate to our parents important information regarding upcoming events at the school.
3. School-wide Positive Behavior celebrates students by providing "Braggin' Dragon" certificates and other incentives.
4. PTSA host a quarterly Honor Roll assembly to celebrate students that earned A's and B's.
5. F.I.E.R.C.E. matrix is used to provide support /incentives and rewards for students that earn points for positive behavior.
6. Student Government sponsors #IAMSCHOOLSAFETY WEEK to honor the students that died in the tragic shooting at Marjory Stoneman Douglass High School. They also sponsor Start with Hello Week. The entire staff and student body wear green shirts that say, HELLO. The first week in December is Spirit Week. The students and teachers participate by dressing up based on the theme for the day(e.g., Pajama Day). The teachers support our Student Government by participating in Door Decor. Teachers decorate their doors based on a theme or time period. Students judge the best decor, and prizes are awarded.
7. School-wide Positive Behavior sponsors "How To Train Your Dragon" at the beginning of the year for incoming sixth grade students. Students pick up their schedules. There are stations set up (e.g. Student Services) that they must visit on their tour of the school. While the students are touring the school, the parents attend a Q and A session to get answers to their questions. The new Dragons are provided a copy of their schedule and a map. They navigate through the school to find all their classes. This is done to ensure that are familiar with the layout of the school on their first day at DEHTMS.
8. We have a yearly PDD picnic to support/develop staff and faculty camaraderie. Everyone brings a dish to share. We play games and take photos to share at the EOY staff celebration.
9. Donuts with Dudes: Dads are encouraged to bring their kids to school. The PTSA provides doughnuts and juice, the DEHTMS Jazz Band performs, and stations /clubs are set up in the media center to showcase and provide information for the parents.

In addition to building positive relationships with our stakeholders, we will also focus on infusing the content required by Florida Statute 1003.42. Students will be actively engaged across all content areas in activities

that will meet the requirements pursuant to Florida Statute 1003.42.

Strategic Theme B: Students are 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 with S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

We invite guest speakers(Holocaust survivors or relatives of Holocaust survivors) to speak to the students about their experiences and how important it is to promote tolerance and sensitivity to different cultures and beliefs. For Black History Month we invite speakers (professors) from FAU, Dept. of African American studies to share the history and achievements of African-Americans and the role they played in the founding of our country. The school news, DNN runs a daily segment, Little Known Black History Facts to highlight famous African-Americans. To highlight the tremendous impact of Hispanic contributions to our country our media specialists highlights books, recipes, and short biographies through our media center. We also play different genres of music during the transition between classes. To celebrate Women's History Month we select a yearly theme and provide various activities through our Social Studies Department to honor women's contributions to American history.

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

Stakeholders are those individuals who have a stake in promoting a positive culture These are the individuals we seek support from to provide a positive school experience for our students. Stakeholders are parents, community leaders, and business partners. They all have a stake in the success of our school. Each stakeholder has a different role to play. For example, school personnel has a direct responsibility in creating the conditions necessary for students to learn and thrive. Business leaders have a stake in the development of a well-prepared workforce. Parents have a stake in the success of the school because they desire a successful educational system that will provide the best opportunities for their children's success. That allows for ongoing collaboration focused squarely on what schools are responsible for —student learning.

The goal is to have stakeholders' involvement impact student success in our school center. A solid educational plan aligned to the District's strategic plan builds a stronger school community and puts the students on a path to success. We believe that school climate is directly related to student outcomes. Our stakeholders promote a positive culture and environment by doing the following:

1. Principall promotes collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs.
- 2 Parents as educational stakeholders provide additional resources for the school to assist with student achievement.
3. Teachers as stakeholders can be mentors and counselors to students. They use their professional knowledge to lead students to use the best instructional practices and have a vested interest in their students being successful.
- 4.. Business partners as stakeholders provide opportunities for collaboration with schools to formulate effective programs for students such as offering work-related projects, opportunities for the professional development of teachers, and technology to support the curriculum.
5. Guidance counselors support the Suite 360 curriculum that the school district implemented. The five-hour state mandated instruction is related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and

Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment. Guidance counselors are on call to assist students with any concerns or questions they have regarding the content. They provide a google form for students to fill out if they need to speak to a counselor in person to help address emotional issues related to the curriculum.