

The School District of Palm Beach County

Independence Middle School



2022-23 Schoolwide Improvement Plan

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Independence Middle School

4001 GREENWAY DR, Jupiter, FL 33458

<https://inms.palmbeachschools.org>

Demographics

Principal: Amber Saunders

Start Date for this Principal: 3/23/2022

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)	43%
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 (68%) 2018-19: A (71%) 2017-18: A (74%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<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;">43%</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;">38%</p>

School Grades History

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

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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 the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

The School District of Palm Beach County is 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

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
Saunders, Amber	Principal	<p>The Principal is to provide instructional leadership, adhere to School Board Policy, follow both state & federal law, oversee the operation of the school campus, hire & retain effective teachers, ensure & promote school safety, and follow the direction/guidance provided by the Superintendent. Mrs. Saunders uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal directly assesses non-instructional positions, such as the Bookkeeper, Assistant Principals, Mental Health Support, and all other instruction support persons (ELL, ESE, media specialist, etc). The principal quickly and proactively addresses problems in instruction and student learning. Mrs. Saunders must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Burg, Shelby	Assistant Principal	<p>The 8th grade assistant principal oversees safety & discipline, monitors student achievement, and focuses on the teaching & instruction for 8th grade students. The assistant principal supports staff, classroom teachers, and the vision and instructional goals established by the principal. Assistant principals explore ways to improve their leadership potential by assisting the principal in various projects. Mrs. Burg directly oversees the English Language Arts and Social Studies departments and teachers. She facilitates all the professional learning communities (PLCs) occurring across grade levels and subject areas. She further oversees and provides instructional leadership in curriculum through the PLCs and various PD opportunities. Mrs. Burg is responsible for creating and distributing the master schedule of teachers to ensure that all courses are appropriate to student needs and teacher capabilities. New to IMS this year is the Cambridge International program that Mrs. Burg leads and encourages teachers to implement into their classrooms by providing effective resources and support needed to successfully implement this accelerated coursework at the middle school level.</p>
Sheffield, Martest	Assistant Principal	<p>The 7th grade assistant principal oversees safety & discipline, monitors student achievement, and focuses on the teaching & instruction for 7th grade students. The assistant principal supports staff, classroom teachers, and the vision and instructional goals established by the principal. Assistant principals explore ways to improve their leadership potential by assisting the principal in various projects. Mr. Sheffield directly oversees the Science, P.E., and Technology departments and teachers. Mr. Sheffield is directly responsible for school safety, facilities, drills and transportation.</p>
Duhy, Scott	Assistant Principal	<p>The 6th grade assistant principal oversees safety & discipline, monitors student achievement, and focuses on the teaching & instruction for 6th grade students. The assistant principal supports staff, classroom teachers, and the vision and instructional goals established by the principal. Assistant principals explore ways to improve their leadership potential by assisting the principal in various projects. Mr. Duhy directly oversees the Math and Fine Arts departments and teachers. He is the testing coordinator and rolling out the new procedures for F.A.S.T. testing. He also directly oversees our choice and academies programs and</p>

Name	Position Title	Job Duties and Responsibilities
Navarro, Christina	Teacher, ESE	works hand-in-hand with the Academies Coordinator to oversee the functioning of the academy programs. Ms. Navarro is the TOSA with administration as well as an ESE support teacher. The TOSA oversees 8th grade discipline and explores ways to grow as a leader by assisting the principal and assistant principal with various projects. Ms. Navarro is the PBS internal coach and leads the PBS team as well as its initiatives. She is the SAC chairperson and co-coordinates the ESP program for new teachers in their career and new teachers at IMS.

Demographic Information

Principal start date

Wednesday 3/23/2022, Amber Saunders

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

25

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

1,168

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

10

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

10

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	418	432	464	0	0	0	0	1314
Attendance below 90 percent	0	0	0	0	0	0	36	56	73	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	44	56	51	0	0	0	0	151
Course failure in ELA	0	0	0	0	0	0	9	9	28	0	0	0	0	46
Course failure in Math	0	0	0	0	0	0	4	17	39	0	0	0	0	60
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	22	49	64	0	0	0	0	135
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	46	42	57	0	0	0	0	145
Number of students with a substantial reading deficiency	0	0	0	0	0	0	32	42	45	0	0	0	0	119

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	46	61	53	0	0	0	0	160

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	12	14	22	0	0	0	0	48
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated
Thursday 9/15/2022

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	388	413	447	0	0	0	0	1248
Attendance below 90 percent	0	0	0	0	0	0	17	37	21	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	18	6	20	0	0	0	0	44
Course failure in ELA	0	0	0	0	0	0	17	23	46	0	0	0	0	86
Course failure in Math	0	0	0	0	0	0	11	30	42	0	0	0	0	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	51	55	0	0	0	0	149
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	67	55	56	0	0	0	0	178
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	46	48	0	0	0	0	119
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	155	158	149	0	0	0	0	462
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	126	119	101	0	0	0	0	346

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	48	51	64	0	0	0	0	163

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	2	1	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	388	413	447	0	0	0	0	1248
Attendance below 90 percent	0	0	0	0	0	0	17	37	21	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	18	6	20	0	0	0	0	44
Course failure in ELA	0	0	0	0	0	0	17	23	46	0	0	0	0	86
Course failure in Math	0	0	0	0	0	0	11	30	42	0	0	0	0	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	51	55	0	0	0	0	149
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	67	55	56	0	0	0	0	178
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	46	48	0	0	0	0	119
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	155	158	149	0	0	0	0	462
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	126	119	101	0	0	0	0	346

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	48	51	64	0	0	0	0	163

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	2	1	0	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	71%	53%	50%				73%	58%	54%
ELA Learning Gains	56%						56%	56%	54%
ELA Lowest 25th Percentile	40%						48%	49%	47%
Math Achievement	76%	35%	36%				83%	62%	58%
Math Learning Gains	72%						72%	60%	57%
Math Lowest 25th Percentile	61%						57%	53%	51%
Science Achievement	69%	56%	53%				73%	52%	51%
Social Studies Achievement	76%	64%	58%				87%	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	71%	58%	13%	54%	17%
Cohort Comparison						
07	2022					
	2019	75%	53%	22%	52%	23%
Cohort Comparison		-71%				
08	2022					
	2019	70%	58%	12%	56%	14%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	74%	60%	14%	55%	19%
Cohort Comparison						
07	2022					
	2019	49%	35%	14%	54%	-5%
Cohort Comparison		-74%				
08	2022					
	2019	87%	64%	23%	46%	41%
Cohort Comparison		-49%				

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	86%	72%	14%	71%	15%
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	98%	64%	34%	61%	37%
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	28	30	21	37	46	37	43	48	53		
ELL	39	49	40	46	60	47	35	58	80		
ASN	79	68	40	92	86		76	91	86		
BLK	48	47	36	56	53	48	63	29	100		
HSP	60	60	47	64	70	59	49	72	88		
MUL	74	48		72	66	67	75	67	100		
WHT	75	55	37	80	73	62	75	81	89		
FRL	57	50	39	60	64	53	55	63	83		
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	33	44	30	39	45	42	29	59	71		
ELL	35	46	38	39	37	36	15	56	50		

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	83	69		89	72		92	95	95		
BLK	45	45	26	45	26	21	27	80	75		
HSP	55	47	33	59	49	35	52	70	70		
MUL	59	49	41	65	51	57	70	83	83		
WHT	74	60	38	77	57	49	71	83	80		
FRL	52	45	31	57	45	37	50	69	65		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	38	36	48	60	44	37	58	70		
ELL	43	55	55	67	67	68	25	68	58		
ASN	92	62		92	82		84	94	100		
BLK	56	49	50	61	63	46	55	76	81		
HSP	66	54	47	76	68	61	64	80	82		
MUL	67	59	78	75	79	58	68	87	88		
WHT	76	57	43	87	74	56	78	89	91		
FRL	61	56	48	73	68	57	55	80	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)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	664
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	51
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	77
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	53
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	62
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	71
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	70
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	58
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?

As we begin to recover from the pandemic in 2020, we have seen increases in proficiency. Our overall ELA proficiency for all students increased by 3% (6th grade increased by 5%, 7th grade decreased by 1%, and 8th grade increased by 4%). The overall Math proficiency increased by 4% (6th grade increased by 5%, 7th grade decreased by 18%, and 8th grade increased by 7%).

* It is important to note that the 7th grade FSA data only reflects Level 1 students who are enrolled in 7th grade regular math.

Learning gains remained consistent at 56% in ELA for all students. Learning gains in math increased by 18% for all students. Learning gains decreased the most for students with disabilities with a decrease of 14%. Learning gains for students with disabilities increased by 2% in Math.

IMS showed an achievement increase on the Grade 8 Science assessment by 4% and an increase in achievement on the Algebra 1 EOC by 3%. The achievement levels for Geometry remained the same at 100% achievement. The grade 7 Civics EOC showed a decrease in achievement by 3%.

The ELA achievement gaps for ELL and ESE students are high with ELL students at 55% achievement and ESE students at 38% achievement. The Math achievement gaps for ELL and ESE students are also high with ELL students at 51% achievement and ESE students at 31% achievement.

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

The greatest need for improvement is the overall proficiency of Students with Disabilities as well as learning gains. Less than 40% of the students with disabilities subgroup is proficient which is detrimental to this subgroup. In addition, our percentage of a year's growth (PYG) is an average of .9 which is less than one full year's growth. This is an area that needs improvement because students should be showing at least one year's growth.

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

Students with disabilities were impacted the most by the conditions presented throughout the pandemic and immediately afterward. Additionally, IMS gained a new ESE Coordinator who is transitioning into the role. As the ESE Coordinator's leadership and knowledge in the role continues to grow, we expect to see an increase in our SWD proficiency and learning gains. The proficiency levels for all students have always been generally high and our students consistently show high achievement. It is difficult to grasp and address the low PYG with this data and the classification as an A-rated school.

A new action that will be occurring this year is that IMS has gained an ASD unit which will allow us to hire a high quality teacher with extensive background working with ASD students. Although this does not address the entire population of students with disabilities, it will have a great positive effect on our growing population of ASD students who will experience targeted courses and strategies to support their learning. All teachers that are assigned ESE students, especially ESE inclusion teachers, will be expected to attend ESE professional development and will be presented with PD that addresses effective strategies to use in the general classroom with a focus on ESE students.

This year, we will begin implementing Cambridge International curriculum for all students. This coursework is not only targeted for accelerated courses but can be implemented for every student to be exposed to and have the opportunity to show academic growth.

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

The data that showed the area of most improvement was that of our Geometry students, in that it was the only content area that did not drop or make any change since the previously tested year. Geometry proficiency was 100%.

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

Since the acceleration of math started at Independence Middle, students have been exposed to more rigorous math instruction to provide the foundation for future success. A highly-qualified geometry teacher has contributed the most to the success of the students. Both iXL and Khan Academy have provided additional supports for students.

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

To accelerate learning, administrators will implement quality of learning walkthroughs in classrooms. Then, administrators will give feedback to teachers to highlight strengths and areas of improvement. These same walkthroughs can be implemented by teachers and department leaders to provide feedback to colleagues and gain takeaways for their own classroom. Administration implemented shared common planning periods for subject areas to allow for more colleague collaboration.

The Cambridge curriculum provides crossovers with the current B.E.S.T. standards. Teachers will use these cross walks to implement Cambridge ideas, coursework, language, and exposure to further accelerate learning while teaching the grade level standards. Eventually, courses will be provided at the school that fully implement the Cambridge curriculum and allow students to earn high school credit for various topics.

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

Professional development will be provided to all teachers about the importance and effectiveness of monitoring student data. Teachers will be given the opportunity to collaborate together during common planning periods within their subject area and grade level to compare data and share instructional decision making, successes, and needs for improvement. If students are monitoring their own assessment data and learning through the guidance of teachers, then they will be able to determine the quality of learning and make adjustments as needed throughout the year so that all students are showing growth in the classroom.

New teachers, as well as veteran teachers, will attend professional development and be able to interact with resources on designated PD days based on their subject area and grade level.

Further, to specifically address the needs of our students with disabilities, ESE inclusion teachers will be encouraged and provided time to attend professional development sessions on the most effective and research based strategies to implement in the classroom when supporting our ESE students. Additionally, IMS will be hiring a highly qualified ASD teacher to implement specific skills teaching and inclusion for students who qualify.

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

Administrators and department leaders will conduct walkthroughs to ensure quality of instruction and standards-based practices throughout the school year. Lesson plans will be submitted quarterly for review and feedback. Leaders will continue to encourage common planning collaboration and will meet with grade level, subject area teachers to discuss data and make instructional decisions accordingly. When conducting walkthroughs, there will be specific criteria to look for when it comes to student engagement and classroom rigor. Further, students will be asked to provide their data tracking resource and review this data often.

Throughout the school year, teachers will be provided with many opportunities to attend professional development and implement these strategies and knowledge in their classrooms. Administration will provide teachers with appropriate resources to ensure improvement in learning gains and a focus on SWD. At monthly department meetings, teachers will share their successful ideas and strategies that align with the B.E.S.T. standards. Administration and teacher leaders will attend national education conferences to bring back best practices to teachers and staff at IMS.

Areas of Focus

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

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#1. Instructional Practice specifically relating to ELA

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

To ensure progress toward student achievement in ELA proficiency and learning gains, and to ensure High School Readiness. Although we have increased 3% in overall ELA proficiency, we are still underperforming in proficiency prior to the pandemic. Additionally, our learning gains remained the same for ELA at 56%.

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

Independence Middle School will work to improve overall ELA proficiency and learning gains by 5% each. This would bring our overall ELA proficiency to 76% and ELA learning gains to 61%.

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

Progress monitoring will occur in all classrooms to ensure that genuine learning is occurring. ELA proficiency and learning gains will be monitored through student data collection and analysis. Students and teachers will track individual data in the classroom so that all people are responsible for ensuring growth and proficiency. Data analysis and lesson plan review will occur through common planning collaboration and submission to administration. Tools that will be used for progress monitoring data are the F.A.S.T. assessment, FSQs, USAs, Reading Plus assessment data, and IXL progress monitoring. Quality of learning walkthroughs will be conducted by administration and teacher leaders to ensure that grade level standards are being met with appropriate rigor.

Person responsible for monitoring outcome:

Amber Saunders (amber.saunders@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

Students will be remediated and enriched using technology, such as Reading Plus, IXL, CommonLit, and Flocabulary. Struggling readers will engage in Reading Plus lessons each week to increase comprehension and vocabulary skills. Students will be assigned IXL lessons each week for standards-based practice, mastery, and remediation as needed. CommonLit articles and Flocabulary videos will serve as supplemental materials for reviewing standards/topics and explicit instruction. Teachers will use StudySync materials to differentiate instruction, integrate reading and writing instruction, and assign mini lessons based on student or class wide need.

implemented for this Area of Focus.

Teachers will incorporate ELA strategies and standards in their classrooms. Cross-curricular implementation will be supported through common planning collaboration and departments. This strategy will be monitored closely by department leaders and discussed monthly in formal meetings.

Small group, differentiated instruction will occur within ELA classrooms. ESE inclusion teachers will provide additional support within the general classroom and provide targeted small group instruction.

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

Reading Plus, IXL, CommonLit, Flocabulary, and StudySync are all research based programs that have proven to increase learning and academic achievement. All of these programs have research based success rates. These programs allow for differentiated instruction and practice for students and meets students at their current level. Then, when implemented with fidelity, these programs improve student literacy levels. Many teachers are CLS trained.

Cross-curricular instruction exposes students to ELA standards in all classes which allows students to make connections in curriculum. This evidence-based strategy has proven to increase student literacy ability by allowing students to gain a deeper understanding of ELA standards and practice using these strategies in all subject areas.

Small group, differentiated instruction supports struggling students and enriches higher level students by providing various activities to meet student interest and achievement level. Members of the ESE team are certified in ELA and can provide support for struggling students.

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.

ELA teachers will attend and engage in professional development sessions about the new B.E.S.T. standards and StudySync curriculum. Teachers will be provided virtual and in person opportunities to attend these trainings. ELA department leader will provide additional support by inviting and planning for the district ELA specialist to provide additional instruction on the new standards and curriculum on a school level.

Person Responsible Christie Franklin (christie.franklin@palmbeachschools.org)

Pillars of Effective Instruction: Students will be immersed in rigorous tasks encompassing the full intent of the Benchmark for Excellent Student Thinking standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S. B. policy 209. Teachers will engage in common planning practice and department meetings to ensure effective instruction is taking place.

Person Responsible Shelby Burg (shelby.burg@palmbeachschools.org)

Reading Plus will be used in intensive reading classes and as a benchmark assessment in all ELA classes. Reading Counts will be used in some ELA and intensive reading class each semester to encourage and motivate on grade level reading and comprehension. IXL will be utilized in ELA classes as practice in standards based learning.

Person Responsible Christie Franklin (christie.franklin@palmbeachschools.org)

Targeted pull-out sessions will be held for ESE, ELL, or struggling students through their elective classes. These tutorial sessions will provide additional ELA/writing support through small group differentiated instruction.

Person Responsible Jessica Rupar (jessica.rupar@palmbeachschools.org)

ELA lesson plans will be reviewed quarterly with explicit description of teaching strategies, specifically related to ESE and ESOL strategies in the general classroom.

Person Responsible Shelby Burg (shelby.burg@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and

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

To ensure progress toward student achievement in Math proficiency and learning gains, and to ensure High School Readiness. Although we have increased 11% in overall math proficiency, we are still underperforming our proficiency levels from before the pandemic. Our math proficiency levels were affected the most by hybrid learning during the Covid-19 pandemic.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve.

Independence Middle School will work to improve overall math proficiency and learning gains by 5% each. This would bring our overall math proficiency to 81% and math learning gains to 77%.

This should be a data based, objective outcome.

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

Math proficiency and learning gains will be monitored through student data collection and analysis. Students and teachers will track individual data in the classroom so that all people are responsible for ensuring growth and proficiency. Data analysis and lesson plan review will occur through common planning collaboration and submission to administration. Tools that will be used for progress monitoring data are the F.A.S.T. assessment, FSQs, USAs, classroom assessment data, and IXL progress monitoring. Quality of learning walkthroughs will be conducted by administration and teacher leaders to ensure that grade level standards are being met with appropriate rigor.

Person responsible for monitoring outcome:

Scott Duhay (scott.duhay@palmbeachschools.org)

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

IXL and Khan Academy technology programs are being utilized in the classroom to support all students in their learning. Math teachers assign weekly assignments in these programs as a supplement to using textbook based learning and practice. Differentiated instruction will take place in classrooms, especially when ESE inclusion teachers are available to support small groups. Teachers are recognizing and implementing strategies to shift to the new BEST standards and state approved curriculum and materials. Intentional targeting of rigor in standards based assignments. Admin is providing PD in supporting more student led classroom activities and student led tracking of progress monitoring.

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

IXL and Khan Academy are research-based programs that have proven to remediate for struggling students and provide enrichment for students on grade level. Both programs allow teachers and administrators to see real time data and analyze student understanding based on their performance on the lessons. Small group, differentiated instruction will be used to provide students with the support that they need according to their standards-based performance. It is crucial that math teachers use small group, differentiated instruction because of the achievement gaps that are present. Additionally, small groups will allow on and above grade level students to continue to grow in their math achievement. Members of the ESE team are also certified in math and can provide additional support for struggling students in this content area. Increasing student engagement and student led progress monitoring is a proven student improvement strategy.

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.

Students will be immersed in rigorous tasks encompassing the full intent of the Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. policy 209.

Person Responsible Scott Duhy (scott.duhy@palmbeachschools.org)

Math teachers will engage in data analysis with their students and their grade level teams. The math department will meet monthly to formally discuss data and effective instruction for students. Teachers will engage in data-based instructional decision making and identify students are struggling and students in need of enrichment. Lesson plans will be reviewed quarterly to ensure rigorous instruction and appropriate ESE/ESOL strategies are being implemented. Common planning collaboration will be monitored throughout the year.

Person Responsible Emilia Turek (emilia.turek@palmbeachschools.org)

Quality classroom walkthroughs will be conducted by administrators and teacher leaders. Immediate feedback will be given to math teachers and effective strategies will be shared with department members. Student data will be reviewed to determine the effectiveness of instructional practices.

Person Responsible Scott Duhy (scott.duhy@palmbeachschools.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

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

At Independence Middle School, only 38% of students with disabilities are proficient in ELA and Math. This is a decrease from previous years and is deficient to the 40% goal that ESSA provides for schools. Students with disabilities only make up 10% of our school population but they showed significant deficiencies in academic achievement. Overall Math achievement is 66% whereas only 33% of male SWD are proficient and 21% of female SWD. Overall ELA achievement is 70% whereas only 23% of male SWD are proficient and 22% of female SWD are proficient. Students with disabilities were affected the most negatively by the Covid-19 pandemic because these students require additional support in school to be successful. During the pandemic, hybrid learning, social distancing, wearing masks, and other required practices affected students with disabilities which has proven to be detrimental after reviewing school data.

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

Students with disabilities will make a 5% increase in proficiency on Math and ELA assessments. Additionally, our overall proficiency levels for students with disabilities will increase five percentage points from 38% to 43%.

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

Student data will be collected and analyzed weekly. ESE teachers will meet informally each week and formally as a department each month. Struggling students will be identified and included in supplemental instruction through tutorials. Data collection tools will be IXL, Reading Plus, classroom assessments, F.A.S.T. assessment data, and FSQs/USAs.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being

Students with disabilities will be provided with accommodations that will support their learning based on their individual needs. These students will participate in technology such as Reading Plus, IXL, Flocabulary, and Khan Academy. Students with disabilities will be included in accelerated coursework such as Algebra 1 and advanced classes with their accommodations to give them the opportunity for growth. We will begin to expose all students to AICE/Cambridge concepts which will contribute to new ways for learning for all students.

implemented for this Area of Focus.

Rationale for Evidence-based

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

Students with disabilities will be given accommodations so that they can be successful in a general classroom setting and least restrictive environment. Reading Plus, IXL, Flocabulary and Khan Academy are technology resources supported by research based evidence of their success rates. These programs are able to support students at all achievement levels and have the capability of providing students with disabilities various modes of instruction and practice. Cambridge curriculum is designed to give all students the opportunity to engage in the coursework. Providing this coursework will expose all students to accelerated and differentiated instruction to support achievement and growth.

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.

Professional development will be provided for all teachers that are responsible for any students with disabilities. Further PD will be provided for ESE inclusion teachers to discover best practices for our students with disabilities. Teachers will be responsible for implementing these practices into their classrooms with fidelity and with a specific focus on students with disabilities. The inclusion model will be implemented to support many accelerated coursework opportunities for all students.

Person Responsible Christina Navarro (christina.navarro@palmbeachschools.org)

With growing numbers of ASD students, Independence Middle School has gained an ASD cluster. A high quality and qualified individual will be hired to teach this unit and ensure that the needs of these students are met.

Person Responsible Amber Saunders (amber.saunders@palmbeachschools.org)

Data tracking, monitoring, and analyzing will be completed by ESE inclusion teachers and will occur weekly. Findings will be shared with general education teachers through formal meetings. Inclusion teachers will also be a part of lesson planning to ensure that instructional needs of students are met.

Person Responsible Jessica Rugar (jessica.rugar@palmbeachschools.org)

Accelerated coursework, specifically Algebra 1 and AICE/Cambridge curriculum, will be offered to students with disabilities. This coursework will be provided with additional layers of support to ensure that these students can be exposed to accelerated coursework while simultaneously receiving accommodations.

Person Responsible Shelby Burg (shelby.burg@palmbeachschools.org)

Lesson plans will be reviewed quarterly with a focus on the ESE strategies identified in the plans. Quality classroom walkthroughs will show evidence of these strategies which will allow for distinction between effective and ineffective strategies through data analysis. Interventions will be implemented when necessary and especially for students with disabilities who are struggling with specific standards.

Person Responsible Shelby Burg (shelby.burg@palmbeachschools.org)

#4. Instructional Practice specifically relating to Student Engagement

Area of Focus

Description and Rationale:

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

Our Percentage of a Year's Growth (PYG) averages at 0.93 which is less than one year's growth for the average student. Some of our students show significant growth, however, on average, our students are showing less than one year's growth. Student proficiency is generally high within the school each year, though the growth has room for improvement.

Measurable

Outcome:

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

Independence Middle School's PYG will be at least an average of 1.0.

Monitoring:

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

Students and teachers will be required to collect individual student data to ensure growth on a classroom level. Teachers in all subject areas will provide differentiated and supplemental instruction to address low performing standards and meet student needs. High expectations will be communicated to all teachers and students. Classroom observations will allow for the monitoring of quality instruction and student engagement.

Person responsible for monitoring outcome:

Amber Saunders (amber.saunders@palmbeachschools.org)

Evidence-based

Strategy:

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

Cross-curricular instruction and implementation will expose students to a connection among all subject areas. Accelerated coursework will be implemented through existing courses and eventually lead to the introduction of the Cambridge curriculum as individual courses and assessments.

Rationale for Evidence-based

Strategy:

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

Creating a learning environment in which all subject areas are intertwined in classrooms will allow students to gain a deeper understanding of all subjects. Students will understand connections between curriculum and learn more about themselves as learners.

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.

Independence Middle School will begin to incorporate AICE Global Perspectives projects within electives. Department leaders will be provided with crosswalks of Cambridge curriculum and their subject area. These crosswalks will be distributed to teachers who will implement portions of the Cambridge coursework into general education to accelerate students. Layers of support can be added to this curriculum to allow

exposure for struggling students and students with disabilities. Admin/teachers will be provided with Cambridge professional development opportunities throughout the year. Cambridge resources/text will be purchased for the teachers.

Person Responsible Shelby Burg (shelby.burg@palmbeachschools.org)

Data analysis and discussions will occur at least weekly in all classrooms. Administration and teacher leaders will facilitate data discussions and ensure that instructional decisions are made based on the standards and student data. Teachers will be provided with continued support in helping students to track their progress throughout the year.

Person Responsible Amber Saunders (amber.saunders@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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment to school board 2.09 and Florida State Statute 1003.42, our school highlights multicultural diversity within the curriculum and the arts, and hold a multicultural assembly every fall. Our students are able to see a variety of different cultural dances and listen to different types of music. Our students participate in activities and studies including, but not limited to, art expos of different cultures; in music, our students study music of different eras and countries; and in media, our library selection is filled with books related to the variety of cultures. In addition, we have many different clubs open to all students that focus on different aspects of diversities and cultures, such as the Multicultural club and GSA.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

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shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

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

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

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

Our SwPBS works as a team to promote positive school culture and climate. The team meets monthly to discuss discipline concerns/trends, events going on around campus, and other incentives for students and teachers. The SwPBS team recognizes four students from each grade level that are following our SOAR expectations and one teacher each week. The team works together to plan celebrations and various incentives for students. The SAC committee meets monthly to discuss and vote on the well being of our school and our students. We have a very active PTO that works with our faculty and staff to promote a positive environment for all members of our IMS family.

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

Principal Amber Saunders is the ultimate leader in promoting a positive school culture and environment. She provides all employees with an open line of communication and comfort while implementing high expectations and a respectful environment. The assistant principals follow in Mrs. Saunders lead in creating a positive culture with focus on specific grade levels and subject areas. The SwPBS team and members are responsible for monitoring the creation of a positive school culture by collecting feedback and data from all stakeholders and acting upon it. A positive school culture requires all stakeholders to ensure that the environment is positive and supportive of student learning. Our SAC committee is responsible for reinforcing a positive environment and supporting initiatives that will continue to create a positive culture. Our very active PTO provides teachers and students with incentives, resources, and supports as needed. IMS has various business partners and community members who contribute to our PBS team, SAC, and PTO to ensure that a positive school culture is created and maintained. Additionally, our Choice Academies are very popular and the Choice Coordinator and five academy teachers play an active role in supporting student interests and enhancing the overall academic experience.