

The School District of Palm Beach County

Howell L. Watkins Middle School



2022-23 Schoolwide Improvement Plan

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Howell L. Watkins Middle School

9480 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

<https://hlwm.palmbeachschools.org>

Demographics

Principal: Presley Charles

Start Date for this Principal: 1/20/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: D (40%) 2018-19: C (45%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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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9480 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

<https://hlwm.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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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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.

Howell L Watkins is committed to providing a world-class educational experience for the students and staff we serve. Providing an atmosphere and culture of excellence and equity that empowers each student and staff to reach their highest potential. Implementing initiatives that foster expanding awareness, developing skills, and amplifying ethical behaviors that are attributed to being responsible, productive and contributing members of society.

Provide the school's vision statement.

Howell L. Watkins as an entity of the School District of Palm Beach County envisions a dynamic, collaborative multi-cultural community where education and lifelong learning are valued, supported, and all learners reach their highest potential and succeed in the global economy. H.L. Watkins Middle School strives daily to bring out the best in all students and staff academically and socially, as we prepare our learners to be productive contributors of the world.

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
Charles, Presley	Principal	<p>The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction.</p> <p>Essential Functions:</p> <p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. <p>Climate</p> <ol style="list-style-type: none"> 10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend

Name	Position Title	Job Duties and Responsibilities
		<p>support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Creates school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Eliminates barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Provides a clean, safe and nurturing school environment.</p> <p>17. Builds a culture of pride, trust, and respect.</p> <p>18. Implements and monitors an effective approach to bullying prevention.</p> <p>19. Aligns new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Implements a comprehensive performance management system.</p> <p>27. Implements rigorous project management, structures, protocols, and processes.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Hires and retains highly qualified and effective employees.</p> <p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>performance, and student learning.</p> <p>40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.</p> <p>44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>46. Supervises the school's food, transportation, maintenance, facility and support services.</p> <p>47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>48. Coordinates community activities relevant to the school within the school area.</p> <p>49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>50. Implements and monitors career and leadership advancement pathways.</p> <p>51. Monitors systemic customer service.</p> <p>52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p>

Name	Position Title	Job Duties and Responsibilities
Jastrome, Kim	Assistant Principal	Master board Lead Title I Co-Lead PBS SBT SIP Lead PD Team Teacher evaluations Observations Tutorial Program PLC's Programs Clubs/Organizations Campus Supervision School Inventory Technology and Computer Issues Lunch Duty 504's/IEP's Guidance Co-Lead/Threat Assessments Emergency Lesson Plan process ESE Department
Taylor, Jarred	Assistant Principal	Campus Supervision Lead Textbooks Custodial Staff PBS SBT Transportation Lead Teacher evaluations Observations School Fundraiser approval Radios PLC's Programs Clubs/Organizations Campus Supervision Team Lunch Duty 504's/IEP's Crisis Response Plan Para Professionals District accreditation co lead
Caruso, Scott	Assistant Principal	Oversees Social Studies Guidance Counselor ESP SAC Co-Lead PBS SBT Honor Roll lead

Name	Position Title	Job Duties and Responsibilities
		Teacher evaluations Observations New Teacher Support Performance Matters Support Campus Supervision Tutorial Program LTF Support PLC's Choice Co-lead Social Studies Department Lunch Duty Monthly Calendar co-lead 504's/IEP's
Harris, Larry	Assistant Principal	Oversee 6th grade Math and Discipline Masterboard/Co-Lead Title I Lead SAC Co-Lead Marketing, Website, and Branding Student Services PBS/SBT Testing Yearbook Teacher evaluations Observations Bullying Prevention Campaign Campus Supervision Electives Lead Lunch Duty Monthly Calendar 504's/IEP's Guidance Co-lead/Threat Assessments
Lowe, Errik	Other	SBT-Co-Facilitator Hero K-12 Kimberly Burnsed ESOL Counselor Student Services Campus Supervision PBS SBT Bullying Prevention Campaign Hero K12 ESOL Department Lead SBT Co-Lead Choice Co-Lead Campus Supervision ESE Support

Name	Position Title	Job Duties and Responsibilities
		Discipline Committee including Deans & BIA Lunch Duty 504's/IEP's
Haspil, Melanie	Other	SBT-Co-Facilitator Hero K-12 ESOL Counselor Student Services Campus Supervision PBS SBT Bullying Prevention Campaign Hero K12 ESOL Department Lead SBT Co-Lead Choice Co-Lead Campus Supervision ESE Support Discipline Committee including Deans & BIA Lunch Duty 504's/IEP's

Demographic Information

Principal start date

Thursday 1/20/2022, Presley Charles

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.*

0

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.*

13

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

888

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

25

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

17

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	236	303	263	0	0	0	0	802
Attendance below 90 percent	0	0	0	0	0	0	77	104	72	0	0	0	0	253
One or more suspensions	0	0	0	0	0	0	32	77	75	0	0	0	0	184
Course failure in ELA	0	0	0	0	0	0	104	0	0	0	0	0	0	104
Course failure in Math	0	0	0	0	0	0	78	0	0	0	0	0	0	78
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	98	118	108	0	0	0	0	324
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	117	100	116	0	0	0	0	333
Number of students with a substantial reading deficiency	0	0	0	0	0	0	98	118	108	0	0	0	0	324

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	134	122	112	0	0	0	0	368

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	1	3	0	0	0	0	6

Date this data was collected or last updated

Wednesday 8/17/2022

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	328	289	258	0	0	0	0	875
Attendance below 90 percent	0	0	0	0	0	0	24	37	31	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	42	22	16	0	0	0	0	80
Course failure in ELA	0	0	0	0	0	0	55	137	37	0	0	0	0	229
Course failure in Math	0	0	0	0	0	0	25	103	26	0	0	0	0	154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	97	110	112	0	0	0	0	319
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	153	167	158	0	0	0	0	478
Number of students with a substantial reading deficiency	0	0	0	0	0	0	97	110	112	0	0	0	0	319
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	162	174	159	0	0	0	0	495
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	167	164	129	0	0	0	0	460

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	128	182	130	0	0	0	0	440

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	54	48	36	0	0	0	0	138
Students retained two or more times	0	0	0	0	0	0	1	3	1	0	0	0	0	5

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	328	289	258	0	0	0	0	875
Attendance below 90 percent	0	0	0	0	0	0	24	37	31	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	42	22	16	0	0	0	0	80
Course failure in ELA	0	0	0	0	0	0	55	137	37	0	0	0	0	229
Course failure in Math	0	0	0	0	0	0	25	103	26	0	0	0	0	154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	97	110	112	0	0	0	0	319
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	153	167	158	0	0	0	0	478
Number of students with a substantial reading deficiency	0	0	0	0	0	0	97	110	112	0	0	0	0	319
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	162	174	159	0	0	0	0	495
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	167	164	129	0	0	0	0	460

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	128	182	130	0	0	0	0	440

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	54	48	36	0	0	0	0	138
Students retained two or more times	0	0	0	0	0	0	1	3	1	0	0	0	0	5

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	35%	53%	50%				38%	58%	54%
ELA Learning Gains	35%						48%	56%	54%
ELA Lowest 25th Percentile	22%						40%	49%	47%
Math Achievement	28%	35%	36%				38%	62%	58%
Math Learning Gains	47%						39%	60%	57%
Math Lowest 25th Percentile	55%						36%	53%	51%
Science Achievement	23%	56%	53%				32%	52%	51%
Social Studies Achievement	49%	64%	58%				52%	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	40%	58%	-18%	54%	-14%
Cohort Comparison						
07	2022					
	2019	33%	53%	-20%	52%	-19%
Cohort Comparison		-40%				
08	2022					
	2019	37%	58%	-21%	56%	-19%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	40%	60%	-20%	55%	-15%
Cohort Comparison						
07	2022					
	2019	14%	35%	-21%	54%	-40%
Cohort Comparison		-40%				
08	2022					
	2019	31%	64%	-33%	46%	-15%
Cohort Comparison		-14%				

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	31%	51%	-20%	48%	-17%
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	49%	72%	-23%	71%	-22%
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	78%	64%	14%	61%	17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	60%	35%	57%	38%

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	13	25	19	11	43	51	11	28			
ELL	24	29	28	24	43	53	18	40	69		
ASN				90							
BLK	33	34	20	26	46	57	19	48	71		
HSP	27	30	29	28	45	46	29	42	47		
MUL	60	48		35	33						
WHT	51	50		42	58		33	63			
FRL	34	34	21	26	45	55	21	47	66		
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	15	19	15	7	16	21	9	24	18		
ELL	34	38	23	17	13	18	19	40	13		

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	79	50		93	71				82		
BLK	31	31	21	16	13	19	21	33	27		
HSP	38	38	26	14	10	14	36	43	23		
MUL	62	63		44	13						
WHT	43	26		29	21		42	63	55		
FRL	33	32	22	17	14	18	26	37	28		
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	20	44	39	21	33	33	17	34	62		
ELL	32	51	42	33	33	27	31	36	79		
ASN	75	64		83	71						
BLK	33	45	40	33	35	36	23	47	73		
HSP	43	52	32	46	46	27	53	53	89		
MUL	39	36		48	50		45				
WHT	58	64		57	55		61	78	89		
FRL	35	46	40	36	38	37	30	48	76		

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)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44
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	50
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

We compared 2022 data to 2019 to assess trends. What we found is a schoolwide decrease in proficiency in the following areas: ELA: 37 to 33.4 % Diff: -3.6%; Math: 38.6 to 25.9% Diff: -12.7%, SCI: 31.7 to 20.9% Diff: -10.8%. Mathematics had the most significant drop in proficiency while Civics made little change. ESSA subgroups by grade level, we find a decrease in ELL proficiency in ELA 6TH and an increase in ELA 7th and 8th [6TH GRADE 19% to 15% Diff: -4%, 7th Grade 11.5 to 14.3% Diff: + 3%, 8th Grade 9.4 to 16.% Diff: + 5%]. The math shows drops in proficiency for ELL with the most drastic being in 6th grade, down 10% [6th Grade 22.2 to 15.8% Diff: -10.4, 7th grade 4.4 to 2.7 Diff: - 1.7%, 8th grade 23.5 to 18.4 Diff: - 5.1%] Science for ELLs remained stagnant as did Civic, however, both are low performing overall [9.4% and 23.8% respectively]

Economically disadvantaged students in 6th grade dropped in proficiency in math by nearly 20 points. As a school, the number of levels 1s increased in literacy, math, science, and civics. ELA had decreases in all grades for our economically disadvantaged students.

In alignment to the District's Strategic plan, we will ensure all students have equal and equitable access towards academic excellence and growth. Our instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction.

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

According to 2022 FSA data ELA, Math, Science, and Social Studies took a dip in the percent of proficient students. However, overall our school had the greatest decrease in math a drop of 12.7% [38.6% in 2019 to 25.9% in 2022]. Students with disabilities had the lowest performance of all subgroups and increased the percent of level 1s most drastically. This group is the most concerning due to their historically low performance [6th ELA proficiency 5.6, 7th 6.1, 8th 8.2; Math 6th 1.8, 7th 4.2 and 8th 4.2; Science 1.9 and Civics 21.6].

Students with disabilities had the lowest performance in all subject areas and grade levels and had a decrease in proficiency from the previously recorded year. There was an increase in level 1s in all subject areas

Our African American Students had a stronger cohort in grade 7 in SY 22 with a gain in percent of proficiency in ELA and Math. However, the percentage fell below an adequate threshold [AA 7TH ELA 32.7, Math 10%]. African American students dropped in proficiency in grades 6, and 8 in ELA and math. Science dropped in grade 8 by 5% and Civics stayed the same compared to 2019. There was a decrease in the number of levels 1s for African Americans in Math from 72% to 54%.

In all subject areas and subgroups, 6th grade had the greatest loss in proficiency. These students are

our current 7th graders.

191 discipline referrals were written within the first 3 months of school.

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

Factors that contributed to the decline include; a lack of consistency and rigor in the inclusion model of instruction for our lowest 25% and also a lack of planning together for effective instruction including intensive interventions and reteaching strategies for math and science content areas. Professional learning communities lacked consistency in the schedule which meant times of sharing best practices, reviewing student data, planning for rigorous questioning, and test-taking strategies lacked as well. Small group instruction was not a focus due to a lack of teaching personnel. Additionally, not building on the assessed Science concepts in 6th and 7th grade before reaching the 8th grade assessment year contributes to declining in Science proficiency.

Based on these data trends our focus will be to increase instructional rigor and student engagement in content area classes by planning collaboratively in PLC and common planning; imploring small group instructional models with academic tutors and content area specialists; and increasing our instructional seat time by reorganizing the bell schedule.

We will utilize learning programs for supplemental instruction to close the gap in learning in reading through our tutorial programs.

A focus on improving the Tier 1 Multi-Tiered System of Support is needed.

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

Based on the data trends, we found that 7th grade had the least amount of loss and some gains in the ESSA subgroups including 7th grade ELA for ELLs +3% from 2019, 7th grade ELA for African Americans increased by 5.1% from 2019.

Our ELL students had the greatest decrease in level 1s.

Our accelerated math courses showed tremendously high pass rates of 75% in Algebra 1 and 95% in Geometry.

The 7th-grade team of teachers was well versed in standards-based instruction with effective classroom management. We will capitalize on the strength of instructional leaders by readjusting our bell schedules so subject areas will have common planning time and participate in Professional Learning Communities. Additionally, we grew the team of instructional staff assisting our ELLs in order to continue to support differentiated instruction.

With support, we are increasing the access to high school credit math courses by including 50% more students. This will include more ELL and African American students, some of which scored a level 2 in math and will be supported by instructional specialists, differentiated instruction and academic tutors.

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

Our ELL students are regularly supported by language facilitators.

Our 8th grade Algebra and Geometry classes were small which gave room for small group instruction. Elaborate.

A shift in leadership that had a primary focus of strengthening Tier 1 Multi Tiered System of Support, decreasing student suspension and increasing instructional seat time. The leadership utilized the support

of regional staff to assist teachers with standards based planning, instructional modeling best practices and after-school/Saturday tutorial.

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

Strategies that will need to be implemented in order to accelerate learning will include, however not be limited to:

1. Incorporate Small group instruction in as many core content areas as possible. Although Small group instruction are used mostly in Language Arts and Reading classrooms, students and teachers can benefit from small instruction groups in all content areas, especially core content/assessed subject areas.
2. Utilize common planning and PLCs with fidelity
3. Increase access to accelerated courses and industry certification.
4. Tutorials: The team will-
 - a. Choose supplemental materials and resources to be utilized during tutorials.
 - b. Provide tutorial teachers with training and materials to provide successful tutorial sessions.
5. Strategic professional development.

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.

1. Incorporate Small group instruction & rotational model to support students learning at their ability with a variety of tasks.
2. Professional Learning Community (PLC)/Professional Development will ensure teachers collaborate and unite focus on best practices and instructional pedagogy.
PD will support the development of teacher expertise and instructional strategy success and focus.
Rationale for Evidence-based Strategy:
3. Positive Behavior Support training to increase student engagement & decrease students out of class due to behavioral disruptions. Teacher trainings during faculty meetings/PLCs to communicate effectively with parents through the Hero K12 platform.

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

Ten non-certified tutors (similar to paraprofessionals) will support students in Math, ELA and science classrooms by working with students in small groups to assist teachers in providing differentiated instruction.

Achieve 3000 will be used in grades 6-8 to scaffold students to engaging in grade level texts to increase learning gains from 34% - 50%.

Ensure students have the opportunity to participate in more hands on science instruction. Challenge Island will provide in-house science experiences to increase Science Proficiency from 20% to 41%.

I-Ready reading for tutorial or enrichment will provide students with prescriptive lessons at their current level with the aim of gradually increasing rigor to ensure students reach grade level proficiency.

One-on-one parent and teacher conference after hours to discuss student data and progress towards grade level standards mastery.

Reading interventionists will work with students within ESSA subgroups who are 2 grade levels below in reading.

AVID College Readiness System will help close the opportunity gap by preparing all students for college readiness and success in a global society.

District ESOL specialists collaborate with school ESOL contact and teachers on best practices to work with ESOL students through PLC

District ESE specialists will collaborate with school ESE contact and teachers on best practices to work with ESE students through PLC

Teachers will participate in collaborative planning outside of contract hours to plan lessons and discuss strategies to meet the needs of ESE and ESOL students [including School Based Team Meetings, Child Study Team, and ESOL team meetings].

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.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence and; growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our ESSA-identified subgroups SWDs and ELLs have demonstrated a decline of 3-5% over the past two years. Data indicates we need to review what is being taught, and how it's being taught and make decisions to make the changes necessary to support all learners. During FY21, as designated a Comprehensive Support and Improvement (CS&I) by FDOE due to its School Grade of D last school year.

When compared to 2019 we notice the following differences in the percentage of proficient students in School Year 2022:

ELA: 37% (2019) to 33.4% (2022) Diff: -3.6%

Math: 38.6% (2019) to 25.9% (2022) Diff: -12.7%

SCI: 31.7% (2019) to 20.9% (2022) Diff: -10.8%

SS: 48.8% (2019) to 46.4% (2022) Diff: -2.4%

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. Ensuring teachers receive training and support towards great instruction will lead towards positive learning gains & improvements school-wide.

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

By February 23, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% bringing us to 40%. Math learning gains will increase 5% to 52%.

We will increase the low 25% learning gains by 5%, an increase to 27%.

By May 2023 our goal is to increase the student's achievement on grade level in Math, ELA, and Science and Civics.

ELA: 33.4% (2022) to 35% in May 2023

Math: 25.9% (2022) to 35% in 2023

SCI: 20.9% (2022) to 25% in 2023

SS: 46.4% (2022) to 50% in 2023

We will increase the percentage of students making learning gains in Math by 5% in SY21, in ELA an increase of 5% for all subgroups.

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

This area of focus will be monitored through our Professional Learning Communities with our Instructional coaches each week. Each content area has developed an Instructional Focus Calendar aligned with the District assessment calendar. Teachers will analyze their data from the district assessments in PLCs identifying areas of strengths and weakness with the Instructional Coach. Teachers will use this data to drive instruction and monitor instructional materials, resources, and strategies for intensive support and small group learning.

Data chats will be ongoing with teachers, instructional coaches, admin, students, and parents for tracking and monitoring data and supporting instruction. Inclusion teachers will be assigned strategically to work with co-teachers and the target Students with disabilities group. Teachers, Coaches, and identified support resource staff will work with the identified students toward improvement and reaching the desired outcome. Incentives are also implemented to celebrate improvements.

**Person
responsible
for
monitoring
outcome:**

Presley Charles (presley.charles@palmbeachschools.org)

**Evidence-
based
Strategy:**

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

1. Small Group Instruction
2. PLC
3. Small Learning Communities (SLC)
4. Tutorials
5. Academic Tutors

**Rationale for
Evidence-
based**

**Strategy:
Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

1. Small Group Instruction will provide individualized instruction to students with noted deficiencies
2. PLCs will be used to monitor student progress and share best practices for standards-based instruction
3. Small Learning Communities (SLC) will equally distribute grade levels amongst administrators, deans, and guidance counselors to provide focused support to teachers and students.
4. Tutorials will provide additional time for students to receive individualized instruction outside of the time allotted in the academic block.
5. Academic Tutors will work in the classrooms for ELA, Math and Science as additional people to provide small group instruction.

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. Small Group Implementation:

- a. Students will be assessed using district assessments for Math, Language Arts, Science and Civics. Teachers. Train teachers on how to read data to identify students needing additional support will also utilize differentiated instruction strategies, especially with our lowest 25% students and ESE/ELL population.
- b. Teachers will analyze student data to determine strengths and weaknesses with proficiency with the standards. Train academic tutors on how to provide small group instruction including what resources to use.
- c. Teachers will create small group rotational cycles as needed and appropriate to ensure all students are being supported at their abilities (SWDs, etc).
- d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
- e. Teachers develop ongoing formative assessments and also use district assessments to track student learning and make adjustments to instruction.

Person Responsible Melanie Haspil (melanie.haspil@palmbeachschools.org)

2. PLC

In PLC we will plan an agenda, prepare data, request focus calendars and lesson plans, and share best practices, and differentiate instruction for ELL and SWD. This will be accomplished in conjunction with Learning Team Facilitators and Single School Culture Coordinator. Additionally, we will be working on the Four Pillars of Effective Instruction to fit our school. The Four Pillars include Standards, Personalization, High Expectations, and Engagement. We will dedicate one month to focusing on modeling and instructing teachers on each Pillar. For example, for the month on Standards - we are unpacking standards, working with teachers in small groups to write lesson plans and create focus calendars. We are incorporating writing across the reading and writing and organizational skills across the curriculum. For monitoring, the Single School Culture Coordinator and LTFs will document how they are supporting, coaching, and developing PDs with teachers.

Person Responsible Melanie Haspil (melanie.haspil@palmbeachschools.org)

3. Small Learning Community will equally distribute grade levels amongst administrators, deans, and guidance counselors to provide focused support to teachers and students. Grade-level assistant principals will provide academic support, feedback, and walkthroughs to grade-level teachers. Teachers also have a common planning time so this will be used for teachers to collaborate, plan for instruction each week, discuss individual students, share best practices INCLUDING differentiating instruction for SWDs and ELLs and plan for small group instruction with forthcoming academic tutors. This is used for Professional Development [PLC] to practice. For monitoring, teachers will submit lesson plans, focus calendars, student work samples, and data analyses to a google drive that will be monitored by SSCC, Ms. Haspil for ELA & Reading, LTF, Mrs. Alexis - Science & Social Studies, and Mrs. Wusterhausen, LTF will monitor math. Each aforementioned support staff member will share notes with the administration weekly.

Person Responsible Presley Charles (presley.charles@palmbeachschools.org)

4. Tutorials -

- A. Analyze student data to determine students for tutorial groups and the support necessary.
- B. Choose research-based supplemental materials and resources to during tutorials. The resources that will be utilized iReady for Reading, Penda Learning for Science, and Achieve 3000 for literacy development specifically with Students with Disabilities and English Language Learners. Additionally, Imagine Learning will fill in any language gaps for our beginner Tier A.
- C. Analyze teacher classroom data to determine who will be tutors.
- D. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

E. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY21 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

f. Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks.

Person Responsible Scott Caruso (scott.caruso@palmbeachschools.org)

Academic Tutors will participate in PLC and common planning.

Teachers will analyze student data to determine strengths and weaknesses in the content area. The teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA, Math, Science, and Civics courses. Students that are identified to have deficiencies in each standard will work with the academic tutor within the classroom to learn secondary standards alongside the primary lesson to support instruction.

Teachers will create all small group rotational cycles to ensure all students are supported in their abilities (SWDs, whites).

Teachers and academic tutors will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Teachers and academic tutors will develop ongoing formative assessments to track student learning and adjust instruction.

Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

Person Responsible Melanie Haspil (melanie.haspil@palmbeachschools.org)

#2. Positive Culture and Environment specifically relating to Student achievement and Behavior

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

241 discipline referrals were written between the months of August and October in SY 21. Fighting represented the majority of the level 3 discipline events of 2021-2022 school year [90 events] 254 students were suspended. 535 days were missed due to out-of-school suspension. 50% of our Black males writtne up on discipline referrals and 50% of our students with disabilities (considering the school is 21% Students with disabilities). Over 1 in 3 black males were suspended. If we provide a positive and supportive school climate for all stakeholders, then we will ensure the social, emotional, and academic development of all students. Based upon surveys (i.e. School Effectiveness Questionnaire) completed with staff, students, and parents, discipline data, average daily attendance, and tracking of Tier 2 and 3 interventions for behavior, it is determined that this focus aligns with meeting the school district's strategic plan to help increase social and emotional learning of all students.

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

We will strengthen our Tier 1 Baseline to decrease discipline referrals and out-of-school suspensions from FY 22 by 50 percent or more by the end of the school year 2023

We will improve staff perception of effectiveness noted by our School Effectiveness Questionnaire in student conduct to 80% and overall positive rating to 80% as well by the end of the school year.

If we provide a positive and supportive school climate for all stakeholders, then we will ensure the social, emotional, and academic development of all students.

Based upon surveys (i.e. School Effectiveness Questionnaire) completed with staff, students, and parents, discipline data, average daily attendance, and tracking of Tier 2 and 3 interventions for behavior, it is determined that this focus aligns with meeting the school district's strategic plan to help increase social and emotional learning of all students.

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

We will implementent classroom weekly leadership meetings, School Based Team meetings and bi-weekly PLC meetings to review student data discipline referrals and suspension and determine next steps for problem areas and students.

Person responsible for monitoring outcome:

Larry Harris (larry.harris@palmbeachschools.org)

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

Utilize HeroK12 to strengthen our foundational behavior support. Initiate a homeroom course for each child to participate in Morning Meetings with their teachers, 20 minutes/day before the official school day starts (student start time).
Teacher trainings during faculty meetings/PLCs to communicate effectively with parents through the Hero K12 platform.

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

1. In following the evidence-based strategies Single School Culture will be exhibited throughout all aspects of the school day allowing for students to reach their highest level of achievement both academically and through social and emotional learning.

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.

- Implementation of research-based methods pertaining to Morning Meeting and Community Circles to promote SEL and achieve SSC across the school campus.
- Implement a school-wide recognition system (Hero) for both students and faculty/staff achieving SSC
- Redesign the matrix of behavior expectations and increase signage and visibility of both the matrix and universal guidelines around campus
- Provide professional development and support to teachers in providing research based early-stage interventions to support students prior to submitting an SBT referral
- Teachers will monitor student achievement/behavior and will complete SBT referrals when needed
- Monitor discipline data on a regular basis and share with faculty.
- Implement the SEL Guide to provide common weekly themes and competency focuses in alignment with Morning Meeting and Community Circles
- Continue with PBS initiatives in working towards Model School Status with Florida Positive Behavioral Interventions and Supports
- Monitor students who were referred to SBT and are receiving supplemental and/or intensive intervention.

Person Responsible

Errik Lowe (errik.lowe@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.

Stakeholders are invited annually to participate in development of the school-wide plan and to collaborate and vote on schoolwide improvement goals for the year. As a school we recognize the importance of building positive relationships with parents, families and other community stakeholders to fulfill our school's mission and support the needs of our students. We recognize the importance of forming strong partnerships with our parents and community members to positively impact the students in our school. As part of our plan to build positive relationships, we welcome input from our parents, community partners and stakeholders through annual input meetings as well as monthly SAC meetings. Additionally Our SAC chair, Family facilitators and school leaders work with our parents as equal partners by organizing and facilitating Parent involvement opportunities such as;

Curriculum Night, Open House, Breakfast with Dads, and Parent Conference Days.

We have been awarded the Project Connect Grant that allows us to provide incentives for students and staff who interactive positively with our Tier 1 initiatives.

Additionally we have again this year, a Social Service Facilitator, Tamika Franklin, that will work with our community and business partners and our students and families support services to provide parent and family engagement opportunities that promote effective parent involvement and positively impacts the students in our school. We also work with our school district's Multicultural Department to provide family engagement and parent training for our ELL families, as well as Our McKinney-Vento liaison, works with our guidance team in providing services and support for our migrant and homeless families.

We have a partnership with communities in schools that will surround students with a community of support, empowering them to stay in school and achieve in life. They will be housed in the building.

The CAPE team and Center for Child Counseling will offer to counsel for students in need.

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 teach 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, is 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 prioritizes 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.

(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 are 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.

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

Stakeholders' participation and involvement are also incorporated through School Advisory Council meetings and the Title I Annual Meeting each year. This year's first SAC meeting of the 2022 School year invites parents and

stakeholders to discuss and vote on school improvement goals as well as Parent and Family Engagement actions and commitments for the school year. This year's TITLE I Annual Meeting also invites stakeholders and parents to discuss and collaborate on goals for the Schoolwide Plan. The Schoolwide plan and The School Improvement Plan both focus on school improvement and schoolwide initiatives developed to build a positive school culture and environment designed to meet the needs of all students. Stakeholders also participate with the guidance team in developing school wide behavior expectations implemented to employ positive behavior that is conducive to providing a safe learning environment and a positive school culture. This year our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices led by our Guidance counselors. Students will be responsible to abide by the guidelines of our Behavior Matrix of being Positive in all school

settings on campus and virtual, being Respectful, practicing Integrity, and choosing Disciplined behaviors of Excellence both on campus and in virtual classrooms. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year, which include our SEL lessons and the new Positive behavior rewards system on our School information System. Our school continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. This year our teachers and Admin team are working with the Guidance

counselors to provide more celebratory activities as feasible in applicable in addition to the quarterly celebrations in efforts to build and maintain momentum and increase social and emotional support and awareness. Also, our School Behavioral Health Professional (SBHP) supports the behavioral and mental health of our students as well. The SBHP position started for the 2019-2020 school year as part of the

Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP. Our Behavioral Health Professional works closely with each of our grade level Guidance counselors and with our teachers and staff to help us meet the needs of our students and families. We make deliberate efforts to work together as a team to help improve attendance, academics, school culture and social and emotional health of our students, staff, and families. Our Guidance Counselor Team this year include; Kate Tona, Lauren Aldridge, Ruthanna Bruce, and Kimberly Burnsed. Our Social Service Facilitator is Tamika Franklin. Our Behavioral Health Specialist is Jimmy Bell, This team shares the role of Leading our Positive Behavior Initiatives for our School wide behavior Plan.

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 are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.