Loggers' Run Community Middle School

2023-24
Schoolwide Improvement Plan (SIP)

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Loggers' Run Community Middle School

11584 W PALMETTO PARK RD, Boca Raton, FL 33428

https://lrms.palmbeachschools.org

School Board Approval

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

SIP Authority

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

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

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Loggers' Run Middle School is committed to providing a world-class, elite education to each student, driven by standards-based instruction implemented by the content knowledgeable staff, with the skills, principles, and fortitude for students to reach their highest potential to ensure creative, collaborative thinking for the challenges of the 21st century.

Provide the school's vision statement.

Loggers' Run Middle School is dedicated to providing a rigorous, standards-based education designed to promote high expectations through engaging and personalized instruction.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Rogers, Krista	Principal	Provides a common vision and mission focused on student improvement for all students. Provides effective communication between staff, students, parents and the community to deliver and represent school-wide initiatives and expectations. Develops, implements, and monitors the outcome of the SIP and achievement data to improve student learning for all students. Works with and engages faculty and staff in a shared vision for effective teaching and learning by focusing on implementing a standards-based curriculum, relevant to student needs that provides academic rigor in every classroom. Uses disaggregated data to ensure continuous academic improvement. Maintains a single and positive school culture that assists in supporting SBT and RtI. Provides a common vision for the use of data-based decision making to ensure: a sound, effective academic program is in place, a process to address and monitor subsequent needs is created, a problem solving team (SBT) is assisting with academic and behavioral interventions, assessment of RtI skills of school staff is conducted, fidelity of implementation of intervention support is documented, adequate professional development to support the RtI framework is provided, and effective communication with parents regarding SBT and RtI plans and activity occurs. Ensures adequate professional development to support the staff in their professional growth.
Graham, Sherri	Assistant Principal	Supports Alpha A-F. Oversees Math, ESOL, and Electives departments. Oversees Choice Academies. Provides insight/input on academic achievement, discipline data, and work as a liaison with classroom teachers. Supports content areas with specific feedback and improve effective teaching strategies for rigorous, standards-based curriculum. Participates in SBT, assisting in the implementation and follows through of documentation and interventions. Attends department and PLC meetings to support teacher collaboration. Supports PBS team. Oversees school-based activities - school calendar, field trips, and fundraising.
Pfeil, Dennis	Assistant Principal	Supports Alpha O-Z. Oversees Science, Social Studies, and Technology departments. Provides insight/input on academic achievement, discipline data, and work as a liaison with classroom teachers. Supports content areas with specific feedback and improve effective teaching strategies for rigorous, standards-based curriculum. Participates in SBT, assisting in the implementation and follow through of documentation and interventions. Attends department and PLC meetings to support teacher collaboration. Supports PBS team. Safety Facilitator. Serves as Facilities Coordinator to assist with school leases, logistics, and supervision of Custodial. Oversees student interns with placement, support, and guidance during their internship.
Stathopoulos, Christina	Assistant Principal	Supports Alpha G-N. Oversees ELA, Reading, and ESE departments. Provides insight/input on academic achievement, discipline data, and work as a liaison with classroom teachers. Supports content areas with specific feedback and improve effective teaching strategies for rigorous, standards

Name	Position Title	Job Duties and Responsibilities
		based curriculum. Participates in SBT, assisting in the implementation and follow through of documentation and interventions. Attends department and PLC meetings to support teacher collaboration. Supports PBS team. Oversees parent newsletters, PTSA Liaison. ESP Contact. EDW/PM Contact. Testing Coordinator. Support teachers and administrators in using data to improve instruction on all levels, identifying and creating professional development with targeted topics and designs. Develop coaching plans for teachers to ensure student improvement.
Levine, Melisa	Teacher, ESE	ESE Coordinator Works with all departments to ensure an equitable education is presented to each student to ensure their academic growth with our SWD students. Participates in collection, interpretation, and analysis of data, facilitates the development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical evaluation, and facilitates data-based decision-making activities. Maintains IEPs and EPs to meet compliance, goal-setting, and scheduling of ESE students.
Fennell, Alexandra	Teacher, K-12	ESOL Coordinator Works with all departments to ensure an equitable education is presented to each student to ensure their academic growth with our ELLs. Collaborates with the ESE department to align differentiated strategies across all content areas. Participates in collection, interpretation, and analysis of data, facilitates the development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical evaluation, and facilitates data-based decision-making activities.
Balais, Denise	School Counselor	Alpha, O-Z Monitor the mental and emotional health of the students. Attend leadership meetings. Supports SBT and assists teachers and students with RtI process. Provide professional development to staff as requested on topics related to student needs. Attend district meetings to stay informed on the latest resources, as well as serve as a resource for students, parents, teachers, and community as it relates to students' improvement goals.
Gil, Cynthia	School Counselor	Alpha, A-F Monitor the mental and emotional health of the students. Attend leadership meetings. Supports SBT and assists teachers and students with RtI process. Provide professional development to staff as requested on topics related to student needs. Attend district meetings to stay informed on the latest resources, as well as serve as a resource for students, parents, teachers, and community as it relates to students' improvement goals.

Name	Position Title	Job Duties and Responsibilities
Cantave, Chloe	School Counselor	Alpha, G-N Monitor the mental and emotional health of the students. Attend leadership meetings. Supports SBT and assists teachers and students with RtI process. Provide professional development to staff as requested on topics related to student needs. Attend district meetings to stay informed on the latest resources, as well as serve as a resource for students, parents, teachers, and community as it relates to students' improvement goals.
Arroyo Casillas, Myrna	Teacher, K-12	ELA Department Chair Responsible for the alignment of standards to instruction, student assessment data analysis, and tracking student progress. They are also responsible to share best practices by holding PLCs during common planning.
Milos, Ana	Teacher, K-12	Math Department Chair Responsible for the alignment of standards to instruction, student assessment data analysis, and tracking student progress. They are also responsible to share best practices by holding PLCs during common planning.
Koota, Robin	Teacher, K-12	Science Department Chair Responsible for the alignment of standards to instruction, student assessment data analysis, and tracking student progress. They are also responsible to share best practices by holding PLCs during common planning
Gates, Julie	Teacher, K-12	Social Studies Department Chair Responsible for the alignment of standards to instruction, student assessment data analysis, and tracking student progress. They are also responsible to share best practices by holding PLCs during common planning
Savona, Alison	SAC Member	PTSA President

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

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

Teachers, families, students, and business partners engage in our SAC for input on school goals and improvement.

Our Behavior Health Professional (BHP) supports the behavioral and mental health of students and

works along with the school counselors. The BHP position started in 2019 as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator works in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom or school event on campus.

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.

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

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are

trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	51%
2022-23 Economically Disadvantaged (FRL) Rate	49%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Native American Students (AMI) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	82	80	122	284
One or more suspensions	0	0	0	0	0	0	28	34	18	80
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	26	41	35	102
Course failure in Math	0	0	0	0	0	0	22	21	48	91
Level 1 on statewide ELA assessment	0	0	0	0	0	0	81	87	88	256
Level 1 on statewide Math assessment	0	0	0	0	0	0	46	41	32	119
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	32	50	41	123

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	76	72	84	232

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	83	100	106	289
One or more suspensions	0	0	0	0	0	0	19	28	38	85
Course failure in ELA	0	0	0	0	0	0	12	31	51	94
Course failure in Math	0	0	0	0	0	0	14	17	59	90
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	71	63	184
Level 1 on statewide Math assessment	0	0	0	0	0	0	64	60	42	166
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	35	61	64	160

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	58	63	56	177

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	2	3
Students retained two or more times	0	0	0	0	0	0	9	18	9	36

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	83	100	106	289
One or more suspensions	0	0	0	0	0	0	19	28	38	85
Course failure in ELA	0	0	0	0	0	0	12	31	51	94
Course failure in Math	0	0	0	0	0	0	14	17	59	90
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	71	63	184
Level 1 on statewide Math assessment	0	0	0	0	0	0	64	60	42	166
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	35	61	64	160

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	58	63	56	177

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	2	3
Students retained two or more times	0	0	0	0	0	0	9	18	9	36

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	64	51	49	69	53	50	68		
ELA Learning Gains				55			58		
ELA Lowest 25th Percentile				38			39		
Math Achievement*	73	59	56	73	35	36	66		
Math Learning Gains				75			46		
Math Lowest 25th Percentile				69			29		
Science Achievement*	65	50	49	66	56	53	69		
Social Studies Achievement*	83	68	68	83	64	58	77		
Middle School Acceleration	78	76	73	85	52	49	69		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	54	37	40	75	85	76	56		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	688
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL	53			
AMI	55			
ASN	89			
BLK	65			
HSP	71			
MUL	80			
PAC				
WHT	66			
FRL	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	58			
AMI	63			
ASN	88			
BLK	56			
HSP	68			
MUL	77			
PAC				
WHT	69			
FRL	62			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	64			73			65	83	78			54
SWD	25			35			21	50	47		6	24
ELL	39			54			36	67	68		6	54
AMI	55			55							2	
ASN	87			84			92	100	84		5	
BLK	62			55			63	66	77		5	
HSP	65			71			62	85	81		6	63
MUL	69			81			73	92	85		5	
PAC												
WHT	62			76			64	82	75		6	36
FRL	59			66			63	75	74		6	55

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	69	55	38	73	75	69	66	83	85			75
SWD	27	33	25	34	54	52	19	46				50
ELL	49	52	46	54	72	63	40	72	59			75
AMI	45	60		55	90							
ASN	89	67		95	94			91	92			
BLK	54	46	24	54	65	70	50	88				
HSP	67	55	43	71	78	65	62	83	84			75
MUL	77	63		78	75	60	92	87	85			
PAC												
WHT	70	56	38	76	73	71	68	83	85			68
FRL	58	51	36	64	73	65	54	78	73			70

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	68	58	39	66	46	29	69	77	69			56
SWD	28	30	20	29	31	22	31	45	50			27
ELL	53	57	51	52	47	42	50	58	58			56
AMI	36	45		36	27							
ASN	78	63		89	63		89		88			
BLK	55	52	19	43	37	25	58	62	87			
HSP	68	57	39	61	40	24	66	71	59			53
MUL	88	67		75	41		90		86			
PAC												
WHT	68	58	43	70	50	38	70	80	71			68
FRL	60	55	39	57	39	25	60	69	57			45

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	61%	48%	13%	47%	14%
08	2023 - Spring	59%	47%	12%	47%	12%
06	2023 - Spring	60%	45%	15%	47%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	63%	54%	9%	54%	9%
07	2023 - Spring	54%	36%	18%	48%	6%
08	2023 - Spring	80%	65%	15%	55%	25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	62%	46%	16%	44%	18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	48%	51%	50%	49%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	50%	46%	48%	48%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	65%	15%	66%	14%

III. Planning for Improvement

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

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

ELA Overall
6th -> FY22 - 68, PM1 - 56, PM2 - 55, PM3 - 60
7th -> FY22 - 62, PM1 - 54, PM2 - 53, PM3 - 61
8th -> FY22 - 70, PM1 - 51, PM2 - 48, PM3 - 59

ELA ESE
6th -> FY22 - 34, PM1 - 21, PM2 - 22, PM3 - 24
7th -> FY22 - 18, PM1 - 20, PM2 - 18, PM3 - 20
8th -> FY22 - 30, PM1 - 21, PM2 - 16, PM3 - 24

ELA ELL
6th -> FY22 - 29, PM1 - 26, PM2 - 21, PM3 - 22
7th -> FY22 - 20, PM1 - 16, PM2 - 14, PM3 - 16
8th -> FY22 - 30, PM1 - 11, PM2 - 12, PM3 - 7

Math Overall
6th -> FY22 - 65, PM1 - 24, PM2 - 47, PM3 - 63
7th -> FY22 - 43, PM1 - 18, PM2 - 35, PM3 - 54
8th -> FY22 - 76, PM1 - 26, PM2 - 55, PM3 - 80

Math ESE
6th -> FY22 - 42, PM1 - 7, PM2 - 21, PM3 - 28
7th -> FY22 - 21, PM1 - 8, PM2 - 13, PM3 - 31
8th -> FY22 - 30, PM1 - 12, PM2 - 32, PM3 - 44

Civics
Overall -> FY22 - 80, FY23 - 80
ESE -> FY22 - 45, FY23 - 50
ELL -> FY22 - 72, FY23 - 46

Science
Overall -> FY22 - 56, FY23 - 62
ESE -> FY22 - 19, FY23 - 20
ELL -> FY22 - 41, FY23 - 10

Overall ELA PM3 -> State 47, Palm Beach 47, LRMS 60 (+13)
Overall Math PM3 -> State 52, Palm Beach 52, LRMS 68 (+16)
Overall Science -> State 44, Palm Beach 46, LRMS 62 (+18)
Overall Civics -> State 66, Palm Beach 65, LRMS 80 (+14)

Based on above data points, ELA has decreased significantly from FY22 at 68 to FY23 PM3 at 60, for a 8 point decrease. Grade 7 somewhat maintained from FY22 to PM3, 62 to 61, only dropping one point; grades 6 and 8 continue to drop, FY23 to PM3 68 to 60 for an 8 point drop and 70 to 59 for an 11 point drop, respectively. Trends in our ESE and ELL sub-groups reflect the overall trends as well.

Both 6th and 8th grade suffered from teacher struggles. In 6th grade, we had one teacher on maternity

leave filled by a long-term substitute and in 8th grade we had a new teacher teaching out of field. With respect to our ESE department, we had two vacancies, one in 7th grade and one in 8th grade.

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

It is evident that our ELA proficiency declined significantly from FY22 to FY23, especially in our ESE and ELL sub-groups. For our ESE subgroup, FY22 was 26 and PM3 was 23 for a 3 point decrease. Our ELL sub-group also decreased 3 points from FY22 at 13 and PM3 was 10. With 6th and 8th grades declining the most. For ESE, 6th in FY22 was 34 to PM3 to 24, for a 10 point decrease and in 8th grade, FY22 was 30 and PM3 was 24 for a 6 point decrease. For ELL, 6th in FY22 was 29 and PM3 was 22 for a 7 point decrease and in 8th grade FY22 was 30 and PM3 was 7, for a tremendous decrease of 23 points.

A contributing factor that needs to be addressed is the time in which learning gaps are addressed. Instead of waiting for PM1 data, we need to address areas of concern as soon as school starts. Additionally, teacher capacity of the new BEST standards and ELA curriculum of StudySync impacted student achievement. Teachers did not use instructional materials with fidelity. We also had a long-term substitute as an ESE push-in support teacher in ELA classrooms, therefore, she struggled with providing appropriate accommodations to match students' levels with appropriate strategies and understanding students' needs. For our ELL sub-group, we had our Portuguese CLF resign towards the beginning of the year and unable to hire another until January.

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

The data shows that we consistently outperform the state in all contents and in all grade levels.

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

Overall, our Math numbers continued to maintain, but attention needs to be focused in 6th grade. Overall, our 7th increased from FY22 at 43 to PM3 to 54 for a 11 point increase and 8th in FY22 was 76 to PM3 was 80 for a 4 point increase. Our sub-groups also made gains. Our ESE in 8th grade from FY22 to PM3 increased 14 points from 30 to 44. We need to tighten up our push-in support in 6th and 7th grade. Our ELL increased in all grades, 6th increased 7 points from 31 to 38, 7th grade increased 29 points from 21 to 50, and 8th grade increased 6 points from 43 to 49 points. Improvements in our ELL population is directly related to our ELL Math classes and collaborative efforts in the general education Math classes.

Actions taken were built from the 2021-2022 school year to, specifically, our after-school ELL tutorials, implementation of IXL, and increase in collaborative planning by general education teachers and support teachers. Additionally, data chats were conducted throughout the school year in PLCs, culminating with a team data analysis with all data points, including Progress Monitoring assessments, IXL benchmark assessments, NGSQs, USAs, and diagnostic data points by reporting categories and standards.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are: 10% or more absences and reading deficiencies.

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

We will continue working though our PLC structures, rebranding them as Achievement Teams, in order to increase intentional data analysis to ensure reteaching lessons are standards-based and aligned to missed benchmarks and students' needs. ESE and ELL support will be active participants in each Achievement Team meeting to help drive intentional supports for all students.

In order to make Achievement Teams successful, all educators must generate a sense of ownership and empowerment. With a focus on:
1. Work together to develop trust, build common understanding and language, to support an appropriate level of transparency
2. Learn from one another and give constructive feedback through a safe protocol that can move the work forward
3. Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice

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

#1. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In order for teachers to increase student achievement, teachers must provide high level, intentional student engagement strategies to ensure high school readiness. It is evident that our ELA proficiency declined significantly from FY22 to FY23, especially in our ESE sub-group. For our ESE subgroup, FY22 was 26 and PM3 was 23 for a 3 point decrease. For ESE, 6th in FY22 was 34 to PM3 to 24, for a 10 point decrease and in 8th grade, FY22 was 30 and PM3 was 24 for a 6 point decrease.

Based on the above trends, each content area will focus on scaffolding instruction with ESE support teachers in the content-area classrooms. This area of focus aligns with our District Strategic Plan and The Every Student Succeeds Act (ESSA) guidelines which emphasize equity and access.

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

By June 2024, the ESE sub-group will increase ELA proficiency by 3%, from 23% to 26%.

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

Teachers will utilize classroom assessments, PM1, PM2, FSQs, USAs, IXL and iReady assessments to monitor student progress and achievement. Teachers will further analyze data and make instructional decisions after quarterly checkpoints.

Person responsible for monitoring outcome:

Krista Rogers (krista.rogers@palmbeachschools.org)

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

Through the use of PLCs and teacher collaboration, teachers will utilize a co-teaching model of instruction in all content areas to support all levels of students. This approach will ensure teachers collaboratively unite to focus on best practices and methodologies. Professional development, within the PLC cycle, will support the development of teacher expertise and instructional strategy success and focus.

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

PLCs and PD allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Adaptive Technology - IXL ELA in Language Arts and iReady in Intensive Reading
1. Provide teachers with professional development to ensure appropriate use of adaptive technology.
2. Teachers will develop a rotational schedule to ensure all students have access to technology.
3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs.

Person Responsible: Christina Stathopoulos (christina.stathopoulos@palmbeachschools.org)

By When: Technology will begin within the second week of school, continuing all year. Students will participate in formative assessments using adaptive technology - IXL ELA and iReady.

PLC (Achievement Teams) and Professional Development
1. Development of a PLC schedule to include all content area teachers and resource teachers.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. PLC lead teachers will assist with standards-based planning to build teachers capacity with BEST ELA standards item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Person Responsible: Christina Stathopoulos (christina.stathopoulos@palmbeachschools.org)

By When: PLCs and PD will begin upon school start. PD will be provided within the PLC cycle, based on data. PLCs will focus on student achievement data analysis and best practices.

#2. Positive Culture and Environment specifically relating to Other

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

Discipline Incidents
FY19 - 118 FY22 - 215 FY23 - 153

School Effectiveness Questionnaire (SEQ)
Mental Health & Wellness
Students respect each other at school.
District - Overall - 62, Student - 53, Staff - 81, Parent - 80
LRMS - Overall - 39, Student - 32, Staff - 79, Parent - 68

Incidents decreased from FY22 to FY23 from 215 to 153, respectively, by 62 incidents. This decrease is related to our implementation of School-wide Positive Behavior System (SwPBS) with fidelity. However, based on our SEQ, students do not feel respect from each other. Compared to the District, there is a drop from 62 to 39 for a 23 point decrease and the student perception is 53 to 32 for a 21 point decrease. Based on this, we are one of 16 cohort schools chosen to implement the house system.

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

By December 2023, our discipline referrals will decrease by 10% and June 2024, another 10% of discipline referrals will decrease.

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

Monitoring will be done through the Ron Clark Academy (RCA) App for tracking points. We will review and monitor student discipline data at our monthly faculty meetings.

Person responsible for monitoring outcome:

Krista Rogers (krista.rogers@palmbeachschools.org)

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

We will continue to use SwPBS protocols, but also implementing the House System with fidelity. Additionally, required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

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

The House System includes all staff, faculty, and students on campus, contributing to a feeling of belonging and community at the school, and involves parents by informing families of their student's contributions to their respective Houses.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

House System implementation supports improving school culture and climate, safety, and order contributing to student feeling of belonging and increasing instructional time.

Person Responsible: Christina Stathopoulos (christina.stathopoulos@palmbeachschools.org)

By When: SwPBS protocols and systems will be in place the first day of school. House System and RCA App will be fully implemented by September 2023.

Assemblies are held to review school expectations, both SwPBS and House System.

Person Responsible: Dennis Pfeil (dennis.pfeil@palmbeachschools.org)

By When: Assemblies will be held within the first week of school and when the need arises, typically after long breaks.

Teachers reinforce expected behaviors in and out of the class through SIS positive rewards and RCA App points.

Person Responsible: Krista Rogers (krista.rogers@palmbeachschools.org)

By When: SIS positive points will be implemented within the first week of school and the RCA App will be fully implemented by September 2023.

House meetings will occur every 4-6 weeks and 2 pep rallies, one in each semester. Both are team building and help motivate each other.

Person Responsible: Sherri Graham (sherri.graham@palmbeachschools.org)

By When: The first House meeting will be by September 2023 and the first pep rally will be December 2024.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Krista Rogers (krista.rogers@palmbeachschools.org)

By When: Implementation of Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii) will begin the first week of school.

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

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

Resources and allocations are focused on:
1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas.