

The School District of Palm Beach County

Carver Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Carver Middle School

101 BARWICK RD, Delray Beach, FL 33445

<https://crvm.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.

Carver Middle School's purpose, through IB, Pre-IT, and AVID, is to serve the educational needs of its students and provide ongoing support for its families. Our mission is to enable all students to become positive and productive citizens and members of a global society. To achieve this, we aim to develop the student intellectually, socially, ethically, and physically. The overall climate encourages life-long learning through self-discipline, tolerance, leadership, and service to others.

Provide the school's vision statement.

Carver Middle School is an inclusive learning community in which families, students, and teachers work toward the common goal of educational excellence using innovative teaching techniques to foster 21st century skills in a personalized and safe learning environment.

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
Grice, Shannon	Principal	Monitor over school wide initiatives, academics, budget, facilities and discipline. Foster community relationships. Establish a positive culture for ALL stakeholders. The Principal hires and retains highly qualified employees, uses data to inform decisions and instruction and reflect on current practices. Dr. Grice ensures that students are given the opportunity to explore career options, become fluent in second languages, engage in outside experiences that contribute to educating the child holistically.
Brown, Jaunice	Assistant Principal	Administrator over Math, ELL, and ESE department. Monitors crisis response plan and Scheduling. Fosters new teacher's growth through the ESP program.
Kirkwood, Gregory	Assistant Principal	Administrator over Science, Vocational, PE, Fine Arts, and World Languages department. Monitors transportation and after school activities. Oversees Enrichment programs such as Clubs, Intramurals, and Athletics.
Havell, Lisa	Assistant Principal	Administrator over Language Arts, Reading, and Social Studies departments. Monitors district accreditation, School Wide Literacy school activities. Oversees Title One initiatives
Kelly, Kendrah	Other	Monitors School Based Team and implements Multi-tiered interventions. Data Analysis and School Based Team Lead.
Stewart, Nadia	Magnet Coordinator	Facilitates PLCs for Electives and Magnet; Coach for IB strategies and implementing program. AVID Teacher.
Montoya, Nazareth	Other	Coach teachers on literacy strategies. Leads Literacy Initiative activities
Kelly, Travis	Other	Leads Professional learning Communities.
Alcindor, Mercie	Other	Assists school staff with ensuring ESOL program compliance. Works with and sets schedule of resource teachers in implementing school based ESOL services.
Dawson, Drew	Other	Administrative lead for Single School Culture and School Wide Positive Behavior Support; PLC facilitator for all Math PLCs and also coaches teachers in Math Instruction.

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.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools. Additional co-located support is also on campus daily which includes a Behavior Health Professional and a DATA Counselor (Drug Abuse Treat Association).

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

Our ESOL Coordinator and ESOL School Counselor work 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" during our morning announcements and in our Fire Side Chat assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus. Hall Monitors are used to ensure that perimeter gates are locked, classroom and closet doors are locked and monitor movement 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.

Instructional Coaches and Resource Teachers assist in supporting School Wide Practices and Systems for Classroom Management as well as academic initiatives.

Stakeholders including administration, School Nurse, SRO, Discipline Dean, PLC, School Counselors, Behavior Mental Health Resources, Parent Resource, and Teachers are assemble weekly for School Based Team meeting for support of students which follows the Response to Intervention. Additionally, monthly Threat Assessment teams which include these same stakeholders, review safety and any Behavior Threat Assessments that have been conducted. The Mental Health Team meets weekly to review references for Mental Health Services for individual students.

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. Florida Continuous improvement Model (FCIM) is the method used at Carver Middle School.

- * Plan-Data Disaggregation & Calendar Development
- * Do - Direct Instructional Focus

- * Check - Assessment, Maintenance, Monitoring
- * Act - Tutorial & Enrichments

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Formative Assessments and Summative Assessments (USA, Unit Tests) and PM Benchmark assessments.

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 Single school culture (Academics, Behavior, Climate) Academics: 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.

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.

We strategically plan for a variety of monitoring techniques:

Review of Lesson Plans,
Data Analysis,
Classroom walks,
Student attendance,
Data Chats,
Formal Observations,
Professional Learning Communities attendance/participation,

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	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: C
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	42	51	90	183	
One or more suspensions	0	0	0	0	0	0	69	110	85	264	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	19	74	28	121	
Course failure in Math	0	0	0	0	0	0	17	16	33	66	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	128	115	140	383	
Level 1 on statewide Math assessment	0	0	0	0	0	0	129	113	107	349	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	128	115	140	383	
	0	0	0	0	0	0	0	0	0		

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	127	139	146	412	

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

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	22	29	65	116	
One or more suspensions	0	0	0	0	0	0	76	60	77	213	
Course failure in ELA	0	0	0	0	0	0	28	95	47	170	
Course failure in Math	0	0	0	0	0	0	25	45	69	139	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	78	124	128	330	
Level 1 on statewide Math assessment	0	0	0	0	0	0	121	158	108	387	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	151	188	186	525	

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	101	133	109	343

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	29	45	38	112
Students retained two or more times	0	0	0	0	0	0	0	2	4	6

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	22	29	65	116	
One or more suspensions	0	0	0	0	0	0	76	60	77	213	
Course failure in ELA	0	0	0	0	0	0	28	95	47	170	
Course failure in Math	0	0	0	0	0	0	25	45	69	139	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	78	124	128	330	
Level 1 on statewide Math assessment	0	0	0	0	0	0	121	158	108	387	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	151	188	186	525	

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	101	133	109	343

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	29	45	38	112
Students retained two or more times	0	0	0	0	0	0	0	2	4	6

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*	33	51	49	37	53	50	35		
ELA Learning Gains				40			42		
ELA Lowest 25th Percentile				28			36		
Math Achievement*	35	59	56	32	35	36	22		
Math Learning Gains				47			20		
Math Lowest 25th Percentile				52			23		
Science Achievement*	34	50	49	33	56	53	32		
Social Studies Achievement*	50	68	68	48	64	58	36		
Middle School Acceleration	72	76	73	78	52	49	56		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	34	37	40	35	85	76	42		

** 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)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	10
Percent Tested	97
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	15	Yes	4	4
ELL	33	Yes	2	
AMI				
ASN				
BLK	41			
HSP	48			
MUL				
PAC				
WHT	58			

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%
FRL	40	Yes	1	

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	21	Yes	3	3
ELL	36	Yes	1	
AMI				
ASN				
BLK	41			
HSP	44			
MUL				
PAC				
WHT	70			
FRL	41			

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	33			35			34	50	72			34
SWD	11			14			10	24			5	15
ELL	19			23			18	35	71		6	34
AMI												
ASN												
BLK	29			32			30	46	71		6	36
HSP	43			40			45	52	77		6	29
MUL												

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
PAC												
WHT	40			54			60	67	70		5	
FRL	30			31			32	45	70		6	30

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	37	40	28	32	47	52	33	48	78			35
SWD	14	24	18	9	32	40	12	24				19
ELL	24	33	27	19	44	54	20	34	71			35
AMI												
ASN												
BLK	33	38	29	28	44	49	30	44	76			35
HSP	39	41	23	34	52	67	31	52	69			29
MUL												
PAC												
WHT	67	61		66	75		62	87				
FRL	34	38	28	29	45	51	30	46	75			34

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	35	42	36	22	20	23	32	36	56			42
SWD	15	27	25	8	13	16	10	21	29			23
ELL	27	47	42	16	19	26	15	27	28			42
AMI												
ASN	70											
BLK	32	40	36	20	21	23	27	34	49			43
HSP	42	44	41	26	19	30	45	31	61			40
MUL	60	50		50	0							
PAC												
WHT	54	47		31	11		54	73	73			
FRL	33	40	37	21	20	24	28	33	50			41

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	34%	48%	-14%	47%	-13%
08	2023 - Spring	31%	47%	-16%	47%	-16%
06	2023 - Spring	23%	45%	-22%	47%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	13%	54%	-41%	54%	-41%
07	2023 - Spring	19%	36%	-17%	48%	-29%
08	2023 - Spring	45%	65%	-20%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	46%	-13%	44%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	48%	39%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	50%	50%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	65%	-20%	66%	-21%

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.

Lowest Performance on PM Benchmark Assessment 3 was:

1. ELL ELA Level 3+ = 7.1%
2. ESE ELA Level 3+ = 11.2%
3. 6th Grade Math Level 3+ = 12.6%
4. 7th Grade Math Level 3+ = 17%

Contributing factors had to do with teacher vacancies due to resignation or not returning to the profession. This created gaps in the classroom in which we would need to fill with Support Resource teachers which resulted in not enough minutes for intervention strategies for our L25, ESE and ESOL students. Double up and Co-Teaching was limited due to covering vacancies or absent teachers and lack of substitutes.

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

Greatest Decline in Order:

1. 6th ELA Decreased in Level 3+ by 18.2%
2. ELL Subgroup ELA Decreased in Level 3+ by 16.9%
3. 6th Grade Math Decreased in Level 3+ by 11.2%

Measurement of different tests (FAST & PM Benchmark 3). Also new Standards. Same as above in regards to personnel and also years of experience of teachers.

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.

Greatest gap compared to state average was in order:

1. 6th Grade Math with 41.4% below state average
2. 7th grade Math with 28.5% below state average
3. 6th grade ELA with 24% below state average.

There was a decline in Professional development for the teachers in Math this due in part to loss of a Math Coach in the Fall. Additionally new standards being taught. Climate was also a factor. The 6th grade building was often being called for physical aggression occurrences, teachers needing students removed and other safety issues in the hallway.

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

Algebra showed the most improvement on the End of Course Exam going from 71.6% of our students scoring Level 3+ to 87.1%. This was a 15.5% increase and also exceeded the state by 33.1%. We offered a double block of Algebra for students who were ready to take on Algebra but needed additional assistance with it.

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

Subgroups ESE and ELL in ELA both are lowest performing and ELL, ELA had a top decline from prior year.

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

1. 6th Grade Math and ELA
2. ELL ELA
3. ESE ELA

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 English Language Learners**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.

Ensuring learning and increasing performance outcomes of our ELLs will support improved proficiency scores in ELA and accelerate student learning using innovative and differentiated approaches in alignment with Strategic Theme A: Academic Excellence and Growth. This critical need is based on achievement among our ESSA ELL subgroup. ELL subgroup had the lowest performance at 7.1 Level 3+ in ELA as well as the highest decrease from FY22 ELA in Level 3+ (-7.5%).

Measurable Outcome:

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

ELL Students will increase 10% on the percentage of students scoring Level 3 or higher on the ELA PM Benchmark Assessment between September 2023 and January 2024 and another 10% increase between the January 2024 PM Benchmark 2 test and May 2024 PM Benchmark 3 assessment.

Monitoring:

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

Progress monitoring using USA and FSQ assessments in addition to Insight Reading Plus assessments given 3 times a year. Administration will conduct at least 10 walkthroughs a week including monitoring the Reading Plus School Wide initiative.

Person responsible for monitoring outcome:

Shannon Grice (shannon.grice@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.)

1. Tiered Reading Classes using Just Words.
2. "Double Down" teaching for ELL Students with Support Facilitation which includes Differentiated Instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Carver will Tier reading support with Tier A being students who are still in the "Phonemic Stage" of reading. Tier A will utilize Just Words. "Just Words" will provide an accelerated study of word structure through

syllable types in English and the most common latin roots. Tier B will be for students who are in the beginning comprehension stage but still need support with Phonics. They will receive "Just Words" instruction part of the time in addition to Comprehension instruction. Tier C students will receive strictly Comprehension instruction.

2. Providing Support Facilitator Teacher to support in core subject areas allows for necessary scaffolding and prescribed instructional support to positively impact learning outcomes for this subgroup. Using data from the students Access WIDA test scores to differentiate the instruction for this group.

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.

1. Scheduling of ELL Support Facilitators to ensure they are in the core content classes to support literacy.
2. Monitor the frequency that they are in the classes using logs.

Person Responsible: Jaunice Brown (jaunice.brown@palmbeachschools.org)

By When: April 2024

1. Professional development for Reading Teachers including the ELD/DLA ELL Reading teacher on the different Tiers from Phonics Based (Just Words) to Comprehension (Standards Based).
2. Coaching in the classroom of reading instruction.
3. PD for Support Facilitators on Literacy strategies to use when supporting.

Person Responsible: Lisa Havell (lisa.havell@palmbeachschools.org)

By When: January 2024

Professional Learning Communities:

Development of a PLC Schedule to include Support Facilitators in Content specific.

Coaches will lead teachers in disaggregating data and put together a teaching plan based on the data.

Coaches and Resource teachers will assist teachers in identifying strategies to differentiate instruction in the classroom and be alerted to when students are in need of remediation or reteaching.

Person Responsible: Lisa Havell (lisa.havell@palmbeachschools.org)

By When: January 2024

#2. 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.

Ensuring learning and increasing performance outcomes of our SWDs will support improved proficiency scores in ELA and accelerate student learning using innovative and differentiated approaches in alignment with Strategic Theme A: Academic Excellence and Growth.. This critical need is based on achievement among our ESSA SWD subgroup. SWD subgroup had the second lowest performance at 11.2% Level 3+ in ELA .

Measurable Outcome:

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

SWD Students will increase 10% on the percentage of students scoring Level 3 or higher on the ELA PM Benchmark Assessment between September 2023 and January 2024 and another 10% increase between the January 2024 PM Benchmark 2 test and May 2024 PM Benchmark 3 assessment.

Monitoring:

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

Progress monitoring using USA and FSQ assessments in addition to Insight Reading Plus assessments given 3 times a year. Administration will conduct at least 10 walkthroughs a week including monitoring the Reading Plus School Wide initiative.

Person responsible for monitoring outcome:

Shannon Grice (shannon.grice@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.)

1. Tiered Reading Classes using Just Words.
2. "Double Down" teaching for SWD Students with Support Facilitation which includes Differentiated Instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Carver will Tier reading support with Tier A being students who are still in the "Phonemic Stage" of reading. Tier A will utilize Just Words. "Just Words" will provide an accelerated study of word structure through syllable types in English and the most common latin roots. Tier B will be for students who are in the beginning comprehension stage but still need support with Phonics. They will receive "Just Words" instruction part of the time in addition to Comprehension instruction. Tier C students will receive strictly Comprehension instruction.
2. Providing Support Facilitator Teacher to support in core subject areas allows for necessary scaffolding and prescribed instructional support to positively impact learning outcomes for this subgroup. Using data from the students Assessment scores to differentiate the instruction for this group.

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.

1. Scheduling of ESE Support Facilitators to ensure they are in the core content classes to support literacy.
2. Monitor the frequency that they are in the classes using logs.

Person Responsible: Jaunice Brown (jaunice.brown@palmbeachschools.org)

By When: January 2024

1. Professional development for Reading Teachers on the different Tiers from Phonics Based (Just Words) to Comprehension (Standards Based).
2. Coaching in the classroom of reading instruction.
3. PD for Support Facilitators on Literacy strategies to use when supporting.

Person Responsible: Lisa Havell (lisa.havell@palmbeachschools.org)

By When: January 2024

Professional Learning Communities:

Development of a PLC Schedule to include Support Facilitators in Content specific.

Coaches will lead teachers in disaggregating data and put together a teaching plan based on the data.

Coaches and Resource teachers will assist teachers in identifying strategies to differentiate instruction in the classroom and be alerted to when students are in need of remediation or reteaching.

Person Responsible: Jaunice Brown (jaunice.brown@palmbeachschools.org)

By When: January 2024

#3. Positive Culture and Environment specifically relating to Early Warning System

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 alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

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

Student Outcomes: Reducing the number of student with one or more suspensions by 10% by Dec. 2023 and by another 10% by May 2024 (Total of 20% for year) as measured by Early Warning Signs Data.

Teacher Practice Outcomes:

By December 2023, 80% of our teachers will positively reinforce student behaviors and implement Bell to Bell monitoring and instructional routines to reinforce positive student engagement.

By February 2024, 100% of our teachers will positively reinforce student behaviors and implement Bell to Bell monitoring and instructional routines to reinforce positive student engagement.

SY22 SY23

6th Grade 70 69

7th Grade 60 110

8th Grade 77 85

Monitoring:

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

1. Classroom Walkthroughs focusing on The Eagle Way plan each teacher will create focusing on monitoring, systems, implementing CHAMPS and organization in the classroom (presented during pre-school)

2. Suspension data will be pulled and reviewed during SWPBS meetings

3. Positive Reward Point data will be pulled during SWPBS meetings off of SIS

Student Conductor Data for Tardies, Out of Assigned Area, and inappropriate behavior during transitioning

Person responsible for monitoring outcome:

Shannon Grice (shannon.grice@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.)

1. The Eagle Way plan each teacher will create focusing on monitoring, systems, implementing CHAMPS and organization in the classroom (presented during pre-school)

2. Positive Reward Point System using SIS Rewards

3. School wide Discipline Plan in accordance with the Student Code of Conduct

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. 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.

2. CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations.

3. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.

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.

Policy 2.09 and Required Instruction Florida State Statute 1003.42 (Must ADD this verbiage)
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: Lisa Havell (lisa.havell@palmbeachschools.org)

By When: April 2024

The Eagle Way plan each teacher will create focusing on monitoring, systems, implementing CHAMPS and organization in the classroom (presented during pre-school).

- Provide teachers with professional development to understand CHAMPS and the Eagle Way.
- Place description of each part (monitoring, entering the class, systems, procedures) in the Faculty handbook and address sections at Faculty Meetings.
- Assign mentor to teachers who are new to teaching or are struggling with implementing the systems.
- Allow each teacher to choose strategies but still adhere to a School Wide template of what needs to be in place.
- District CHAMPS training and support for new teachers.

Person Responsible: Shannon Grice (shannon.grice@palmbeachschools.org)

By When: January 2024

SWPBS/PBIS

- SWPBS lessons in class at the beginning of the year to review school wide expectations
- Teachers reinforce behaviors in and out of the class through positive rewards.
- Quarterly celebrations
- ongoing recognition & Birthday celebrations
- Weekly incentives using "The Eagles Nest" school store

Person Responsible: Gregory Kirkwood (gregory.kirkwood@palmbeachschools.org)

By When: April 2024

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 and 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 in 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. Single School Culture Coordinators and Professional Development Resource Teachers will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. 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, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
7. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. This is mainly done through our comprehensive after-school program. These partnerships include: The City of Delray Beach Park and Rec, First Tee Golf; Delray Youth Tennis Organization; Wise Tribe Non-profit; Build and Play, Delray Beach Police Department.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A