Independence Middle School

2023-24
Schoolwide Improvement Plan (SIP)

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Independence Middle School

4001 GREENWAY DR, Jupiter, FL 33458

https://inms.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 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
Saunders, Amber	Principal	The Principal is to provide instructional leadership, adhere to School Board Policy, follow both state & federal law, oversee the operation of the school campus, hire & retain effective teachers, ensure & promote school safety, and follow the direction/guidance provided by the Superintendent. Mrs. Saunders uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal directly assesses non-instructional positions, such as the Bookkeeper, Assistant Principals, Mental Health Support, and all other instruction support persons (ELL, ESE, media specialist, etc). The principal quickly and proactively addresses problems in instruction and student learning. Mrs. Saunders must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Burg, Shelby	Assistant Principal	As the assistant principal in charge of last name alpha A and B, Mrs. Burg oversees the safety & discipline of these students. Additionally, Mrs. Burg is the administrator that oversees and supports the English and science departments which includes, monitoring student achievement, and focusing on the teaching & instruction for 8her assigned students and department. The assistant principal supports staff, classroom teachers, and the vision and instructional goals established by the principal. Assistant principals explore ways to improve their leadership potential by assisting the principal in various projects. Mrs. Burg directly oversees the English Language Arts and Social Studies departments and teachers. She facilitates all the professional learning communities (PLCs) occurring across grade levels and subject areas. She further oversees and provides instructional leadership in curriculum through the PLCs and various PD opportunities. Mrs. Burg is responsible for creating and distributing the master schedule of teachers to ensure that all courses are appropriate to student needs and teacher capabilities. As the Cambridge International School Coordinator, Mrs. Burg leads and encourages teachers to implement Cambridge strategies and content into their classrooms by providing effective resources and support needed to successfully infuse this accelerated coursework at the middle school level.
Sheffield, Martest	Assistant Principal	As the assistant principal in charge of last names alpha N through Z, Mr. Sheffield oversees the safety & discipline of these students, monitors student achievement, and focuses on the teaching & instruction for his students. The assistant principal supports staff, classroom teachers, and the vision and instructional goals established by the principal. Assistant principals explore ways to improve their leadership potential by assisting the principal in various projects. Mr. Sheffield directly oversees the Science, P.E., and Technology departments and teachers. Mr. Sheffield is directly responsible for school safety, facilities, drills and transportation.
Duhy, Scott	Assistant Principal	As the assistant principal in charge of last names E through M, Mr. Duhy oversees safety & discipline for these students, monitors student achievement, and focuses on the teaching & instruction for his assigned students. The assistant principal supports staff, classroom teachers, and

Name	Position Title	Job Duties and Responsibilities
		the vision and instructional goals established by the principal. Assistant principals explore ways to improve their leadership potential by assisting the principal in various projects. Mr. Duhy directly oversees the Math and Fine Arts departments and teachers. He also directly oversees our choice, academies, and ESOL programs and works hand-in-hand with the Academies and ESOL Coordinators to oversee the functioning of these programs.
Navarro, Christina	Administrative Support	Ms. Navarro is the TOSA with administration as well as an ESE support administrator. Ms. Navarro oversees the safety and discipline of ESE students and all students with last names that start with C and D. The TOSA explores ways to grow as a leader by assisting the principal and assistant principals with various projects. Ms. Navarro is the testing coordinator and will plan and implement the F.A.S.T. progress monitoring assessments, PSAT, and EOCs, including accommodations, for the whole school. Ms. Navarro is the PBS internal coach and leads the PBS team as well as its initiatives. She is the SAC chairperson and co-coordinates the ESP program for new teachers in their career and new teachers at IMS.

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 Independence Middle School leadership team regularly meets regarding student data, instructional strengths, and areas that can be improved on. These discussions and analyses are used to develop the SIP. Teachers and school staff are regularly meeting and surveyed to gain input on the improvements that can be made within the classrooms. Our leadership team worked to meet with teachers individually to gain positive feedback and areas of improvement to be included in the SIP. Teachers with common subject areas and grade level meet within their professional learning communities to discuss student data, best practices, and areas of improvement in day to day instruction. Department assistant principals directly oversee and facilitate these conversations to include the input in the SIP development process. Our School Advisory Council consists of leadership, teachers, school staff, parents, students, and business partners which allows us to involve all stakeholders in the SIP process and monitoring of our school wide goals.

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 SIP will be regularly monitored through teacher and leadership data chats. Teachers will meet with their students regularly to ensure progress is made and intervene when necessary. Teachers will meet with their peers to monitor the effectiveness of current teaching strategies and made adjustments as needed. The school leadership team meets weekly to monitor the effective implementation and impact of

current initiatives on students. Currently, Independence Middle School's greatest achievement gap is within the Students with Disabilities (SWD) subgroup. This subgroup is underperforming all other subgroups on our campus. The school will provide practical professional development for the staff and continue to monitor that the ESE strategies are being implemented. Additionally, the leadership team has decided to dedicate an administrator to further support the ESE department with facilitating data conversations, improve the inclusion teaching strategies, and monitor the progress of ESE students at Independence Middle School.

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	38%
2022-23 Economically Disadvantaged (FRL) Rate	43%
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) 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	16	58	57	131
One or more suspensions	0	0	0	0	0	0	37	44	49	130
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	5	17	24
Course failure in Math	0	0	0	0	0	0	8	14	18	40
Level 1 on statewide ELA assessment	0	0	0	0	0	0	44	67	109	220
Level 1 on statewide Math assessment	0	0	0	0	0	0	28	44	53	125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	44	67	109	220

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	31	58	82	171

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	0	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	36	56	73	165
One or more suspensions	0	0	0	0	0	0	44	56	51	151
Course failure in ELA	0	0	0	0	0	0	9	9	28	46
Course failure in Math	0	0	0	0	0	0	4	17	39	60
Level 1 on statewide ELA assessment	0	0	0	0	0	0	22	49	64	135
Level 1 on statewide Math assessment	0	0	0	0	0	0	46	42	57	145
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	42	45	119

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	46	61	53	160

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

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	36	56	73	165
One or more suspensions	0	0	0	0	0	0	44	56	51	151
Course failure in ELA	0	0	0	0	0	0	9	9	28	46
Course failure in Math	0	0	0	0	0	0	4	17	39	60
Level 1 on statewide ELA assessment	0	0	0	0	0	0	22	49	64	135
Level 1 on statewide Math assessment	0	0	0	0	0	0	46	42	57	145
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	42	45	119

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	46	61	53	160

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

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*	68	51	49	71	53	50	68		
ELA Learning Gains				56			56		
ELA Lowest 25th Percentile				40			35		
Math Achievement*	76	59	56	76	35	36	72		
Math Learning Gains				72			54		
Math Lowest 25th Percentile				61			42		
Science Achievement*	65	50	49	69	56	53	66		
Social Studies Achievement*	81	68	68	76	64	58	80		
Middle School Acceleration	88	76	73	89	52	49	79		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	38	37	40	54	85	76	58		

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	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	664
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	37	Yes	2	
ELL	42			
AMI				
ASN	94			
BLK	49			
HSP	61			
MUL	75			
PAC				
WHT	80			
FRL	56			

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	51			
AMI				
ASN	77			
BLK	53			
HSP	62			

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%
MUL	71			
PAC				
WHT	70			
FRL	58			

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	68			76			65	81	88			38
SWD	25			37			31	43	71		6	14
ELL	28			45			26	53	61		6	38
AMI												
ASN	94			94			80	100	100		5	
BLK	41			44			33	71	54		5	
HSP	60			68			55	68	83		6	31
MUL	58			72			75	82	87		5	
PAC												
WHT	72			81			70	85	90		5	
FRL	49			63			48	63	79		6	35

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	71	56	40	76	72	61	69	76	89			54
SWD	28	30	21	37	46	37	43	48	53			
ELL	39	49	40	46	60	47	35	58	80			54
AMI												
ASN	79	68	40	92	86		76	91	86			

| 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
BLK	48	47	36	56	53	48	63	29	100			
HSP	60	60	47	64	70	59	49	72	88			49
MUL	74	48		72	66	67	75	67	100			
PAC												
WHT	75	55	37	80	73	62	75	81	89			
FRL	57	50	39	60	64	53	55	63	83			57

| 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	56	35	72	54	42	66	80	79			58
SWD	33	44	30	39	45	42	29	59	71			
ELL	35	46	38	39	37	36	15	56	50			58
AMI												
ASN	83	69		89	72		92	95	95			
BLK	45	45	26	45	26	21	27	80	75			
HSP	55	47	33	59	49	35	52	70	70			56
MUL	59	49	41	65	51	57	70	83	83			
PAC												
WHT	74	60	38	77	57	49	71	83	80			
FRL	52	45	31	57	45	37	50	69	65			56

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	69%	48%	21%	47%	22%
08	2023 - Spring	58%	47%	11%	47%	11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	70%	45%	25%	47%	23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	73%	54%	19%	54%	19%
07	2023 - Spring	46%	36%	10%	48%	-2%
08	2023 - Spring	74%	65%	9%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	65%	46%	19%	44%	21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	48%	46%	50%	44%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	65%	13%	66%	12%

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.

Our overall ELA proficiency for all students increased by 3% (6th grade increased by 5%, 7th grade decreased by
1%, and 8th grade increased by 4%). The overall Math proficiency increased by 4% (6th grade increased by 5%, 7th grade decreased by 18%, and 8th grade increased by 7%).
* It is important to note that the 7th grade FSA data only reflects Level 1 students who are enrolled in 7th grade regular math.

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

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

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

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

The greatest need for improvement is the overall proficiency of Students with Disabilities as well as learning gains. Less than 40% of the students with disabilities subgroup (FY22) is proficient which is detrimental
to this subgroup. In addition, our percentage of a year's growth (PYG) is an average of .9 which is less than one full year's growth. This is an area that needs improvement because students should be showing at least one year's growth.

Students with disabilities were impacted the most by the conditions presented throughout the pandemic and immediately afterward. Additionally, IMS gained a new ESE Coordinator who was transitioning into the
role. As the ESE Coordinator's leadership and knowledge in the role continues to grow, we expect to see an increase in our SWD proficiency and learning gains. The proficiency levels for all students have always been generally high and our students consistently show high achievement. It is difficult to grasp and address the low PYG with this data and the classification as an A-rated school.
Palm Beach - 2621 - Independence Middle School - 2022-23 SIP

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

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

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 state data has not been populated to make comparisons.

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

The data that showed the area of most improvement was that of our Geometry students, in that it was the only content area that did not drop or make any change since the previously tested year. Geometry proficiency was 99%.

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

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

One potential area of concern is the increase in numbers of Level 1 ELA achievement in each grade level. The 2022 data indicates that 220 students are performing at a Level 1, which demonstrates a significant reading deficiency. Additionally, the highest number of level 1 students is eighth grade, followed by 7th grade, and 6th grade has a significantly smaller number of students scoring a Level 1 on the ELA state assessment.

Another area of concern is the data provided that 130 students have received one or more suspensions. This data is almost evenly distributed among grade levels. These 130 students account for about 12% of our student population of approximately 1108 students total.

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

1. Subgroup: Students with disabilities
2. Subgroup: English Language Learners
3. Learning Gains - ELA & Math
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 the 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

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

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.

At Independence Middle School, only 38% of students with disabilities are proficient in ELA and Math. This is a decrease from previous years and is deficient to the 41% goal that ESSA provides for schools. Students with disabilities only make up 10% of our school population but they showed significant deficiencies in academic achievement. Overall Math achievement is 66% whereas only 33% of male SWD are proficient and 21% of female SWD. Overall ELA achievement is 70% whereas only 23% of male SWD are proficient and 22% of female SWD are proficient. Students with disabilities were affected the most negatively by the Covid-19 pandemic because these students require additional support in school to be successful. During the pandemic, hybrid learning, social distancing, wearing masks, and other required practices affected students with disabilities which has proven to be detrimental after reviewing school data.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

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

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

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

Student data will be collected and analyzed weekly. ESE teachers will meet informally each week and formally as a department each month. Struggling students will be identified and included in supplemental instruction through tutorials. Data collection tools will be Reading Plus, classroom assessments, F.A.S.T. assessment data, and FSQs/USAs. Additional personnel will be assigned to the ESE department to provide necessary supports and professional development for improvement.

Person responsible for monitoring outcome:

Christina Navarro (christina.navarro@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.)

Students with disabilities will be provided with accommodations that will support their learning based on their individual needs. These students will participate in technology such as Reading Plus, Flocabulary, and Khan Academy. Students with disabilities will be included in accelerated coursework such as Algebra 1 and advanced classes with their accommodations to give them the opportunity for growth. We will expose all students to AICE/Cambridge concepts which will contribute to new ways for learning for all students. The ESE Department will add a strengthened Learning Strategies course which is provided to our ESE students who need additional instruction in learning strategies and independent functioning skills.

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

These programs are able to support students at all achievement levels and have the capability of providing students with disabilities various modes of instruction and practice. Cambridge curriculum is designed to give all students the opportunity to engage in the coursework. Providing this coursework will expose all students to accelerated and differentiated instruction to support achievement and growth.

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.

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

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

By When: Professional Development 9/01/23 Inclusion Model fully implemented with co-teaching by 12/22/23

With growing numbers of ASD students, Independence Middle School has gained an ASD cluster. A high quality and qualified individual will be hired to teach this unit and ensure that the needs of these students are met. The ESE Coordinator will ensure a fluid transition of the ASD teacher and assign appropriate students to the caseload.

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

By When: 9/01/23 Monthly department meetings with ESE department for data analysis and best practice sharing

#2. 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.

The early warning indicators showed that 130 students have received one or more suspensions. This data is almost evenly distributed among grade levels. These 130 students account for about 12% of our student population of approximately 1108 students total.
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.

Students with one or more suspensions at Independence Middle School will decrease by 5%, from 12% of the student population receiving one or more suspensions to 7% of the student receiving one or more suspensions by the end of SY24.

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

This area of focus will be monitored each month through discipline data analysis by the administrative and positive behavior support teams.

Person responsible for monitoring outcome:

Shelby Burg (shelby.burg@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.)

The implementation of positive reward systems and initiatives are interventions to decrease suspensions. Additionally, the administration is encouraging teachers to attend refresher professional development on the differences between classroom and office managed behaviors. Teachers are receiving quality professional development and support on interventions to use in the classroom to avoid minor behaviors developing into major problems on campus.

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

Encouraging positive behaviors consistently and often through incentives that students will enjoy will result in less suspensions and ultimately change behaviors on campus. Teacher knowledge on behavior interventions in the classroom will allow them to contribute to a decreased number of suspensions and change negative behaviors into positive expected behaviors.

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.

PBS professional development provided on campus and off campus for refresher knowledge for teachers

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

By When: 10/01/23

Monthly discipline data analysis with data driven decisions about interventions and incentives to decrease suspensions.

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

By When: Every month

#3. Instructional Practice specifically relating to Student Engagement

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.

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

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

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

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

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

Person responsible for monitoring outcome:

Amber Saunders (amber.saunders@palmbeachschools.org)

Evidence-based 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.)

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

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

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

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.

Independence Middle School will begin to incorporate AICE Global Perspectives projects within electives. Department leaders will be provided with crosswalks of Cambridge curriculum and their subject area.

These crosswalks will be distributed to teachers who will implement portions of the Cambridge coursework into general education to accelerate students. Layers of support can be added to this curriculum to allow exposure for struggling students and students with disabilities. Admin/teachers will be provided with Cambridge professional development opportunities throughout the year. Cambridge resources/text will be purchased for the teachers. The masterboard and curriculum implementation of Cambridge content will be fully immersed in English and Science classes during this school year.

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

By When: 8/10/23 offered Cambridge classes begin Throughout the school year, elective teachers and other subject areas will begin to use Cambridge strategies and content.

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

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

By When: Formal monthly data chats with department assistant principals

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).

If funds are allocated to our school as an ATSI designation, we would use the money for tutorials for students and professional development opportunities for teachers.