

The School District of Palm Beach County

Don Estridge High Tech Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Don Estridge High Tech Middle School

1798 NW SPANISH RIVER BLVD, Boca Raton, FL 33431

<https://deht.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.

The faculty of Don Estridge High Tech Middle School is committed to providing a world-class education along with a safe and nurturing environment that includes a rigorous technology infused curriculum to ensure that all students become responsible and productive life-long learners.

Provide the school's vision statement.

The faculty of Don Estridge High Tech Middle School is committed to:
providing a rigorous, world-class education offering a digital learning environment where students work collaboratively and are prepared to compete globally.

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
Davidow, Joshua	Principal	<p>Provides a common vision and mission focused on student improvement for all students. Develops, implements, and monitors the outcome of the SIP and achievement data to improve student learning for all students. Works with and engages faculty and staff in a shared vision for effective teaching and learning by focusing on implementing a standards-based curriculum, relevant to student needs that provides academic rigor in every classroom. Uses disaggregated data to ensure continuous academic improvement. Ensures that the school-based team is implementing RTI, conducts assessments of RTI skills of the staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support the staff in their professional growth. Effectively communicates with all stakeholders to create a safe and nurturing environment for our staff and students.</p>
Poorman, Rick	Assistant Principal	<p>Provides insight/input on academic achievement, and discipline data. Works as a liaison with classroom teachers. Supports a specific content area for purposes of obtaining observational data and provides feedback to help support and improve effective teaching strategies for a rigorous standards-based curriculum. Attends departmental and PLC meetings to support teacher collaboration. Serves as Facilities Coordinator to assist with school leases, logistics, and supervision of custodians. Oversees all 8th-grade activities: EOY trip, school dances, awards ceremonies, and yearbook signing.</p>
saffici, kristin	School Counselor	<p>Provides individual, group, and classroom counseling for students; serves as a liaison to/with the community, county, state, and federal agencies and programs; assist students and parents with course selection and scheduling; provide career, vocational, academic, and attendance support to students, promotes high school matriculation, making sure all our 8th grade students get the best placement possible. Supports the school-based team and assists students with RTI support and guidance.</p>
Zatlyn, Hannah	School Counselor	<p>Provides individual, group, and classroom counseling for students; serves as a liaison to/with the community, county, state, and federal agencies and programs; assist students and parents with course selection and scheduling; provide career, vocational, academic, and attendance support to students, promotes high school matriculation, making sure all our 7th grade students get the best placement possible. Serves as ESOL contact, supports ESOL students by preparing quarterly reports to ensure the students are receiving the strategies and support needed in the classroom.</p>
Lawther, Ryan	Teacher, ESE	<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. He coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families</p>

Name	Position Title	Job Duties and Responsibilities
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with required information regarding IDEA Procedural Safeguards. Finally, he establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.

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.

Developing a School Improvement Plan (SIP) is a collaborative process that involves various stakeholders to ensure that the school's goals and strategies align with the needs and priorities of the entire school community. By involving stakeholders at every stage of the SIP development process and considering their input, we aim to create a more inclusive, effective, and community-driven plan for improving educational outcomes and overall school performance. Our goal is to have stakeholders' involvement impact student success at our school center. An educational plan aligned with the district's strategic plan builds a stronger school community and prepares students for success. It is our belief that school climate is directly related to student achievement. The following actions are taken by our stakeholders to promote a positive culture and environment:

1. The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the Co-located Therapist and 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.
2. Leadership team strives to improve teaching and learning. They provide staff with guidance and ensures that the school's vision maintains a stark focus on improving student achievement.
3. 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 can be downloaded on every computer, and students are made aware of this "app" in our assemblies. Parents/visitors have to sign in at the front desk before they can go to a classroom, or school event on campus.
4. Guidance Counselors work in partnership with families and outside agencies to ensure the needs of these families and students are met. These supports are supplemental to schoolwide supports for students and families. They utilize responsive counseling, initiating individual and group sessions for students' academic, social, and personal concerns.
5. Students attend classes, complete assignments and study for exams. They provide input regarding on campus activities via Student Government and Student PTSA.
6. Teachers deliver quality instruction for all students. Students benefit from their professional knowledge and they have a vested interest in students' success.
7. Business partners play an important role in collaborating with schools to develop effective programs for students, such as offering work-related projects, professional development opportunities for teachers,

and curriculum technology.

8. Parents provide active and constructive participation in the development of the school improvement plan (SIP) by attending meetings and participating in the process. In addition, parents participate in other school functions such as Curriculum nights, giving feedback to teachers, and asking questions at SAC meetings.

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))

Effective monitoring of the SIP will take place throughout the year. We will monitor the mastery of grade level benchmarks and standards through various methods. The most critical capability to drive real results is the ability to determine which tools and strategies are impacting desired outcomes in specific EESA subgroups and areas of focus. Our leadership team will use various monitoring techniques and tools to regularly monitor for the effective implementation of the SIP:

1. Classroom Walkthroughs
- 2.FAST Progress Monitoring
- 3.Common Planning
- 4.Ensuring fidelity of implementation.
- 5.Formal Observations
- 6.Data checkpoints
- 7.Adjust SIP as needed
- 8.FSQs and USA
- 9.Continuous Improvement Model

Adjustments will be made to the plan as needed based on results from USAs, FSQs, and FAST Progress Monitoring assessments, Reading Plus, and classroom assessments. Teachers will collaborate in Professional Learning Communities bi-weekly in each content area. These meetings will serve as confirmation of where students are excelling and identify areas for growth. In addition, they will analyze data, modify instruction, create common assessments. The Continuous Improvement Model (Plan-Do-Check-Act) will be used to identify L25 and ESSA students. The leadership team will attend PLC meetings to provide guidance and feedback to support teachers.

Teachers will follow the scope and sequence in Blender and C-Palms for vetted resources. This ensures that teachers will follow the timeframe and resources to provide quality instruction for all students.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	51%
2022-23 Economically Disadvantaged (FRL) Rate	41%
Charter School	No

RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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	35	44	33	112
One or more suspensions	0	0	0	0	0	0	29	14	27	70
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	6	12	7	25
Course failure in Math	0	0	0	0	0	0	3	23	2	28
Level 1 on statewide ELA assessment	0	0	0	0	0	0	27	31	30	88
Level 1 on statewide Math assessment	0	0	0	0	0	0	14	10	12	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	27	31	30	88

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	27	29	19	75

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	28	40	51	119
One or more suspensions	0	0	0	0	0	0	26	24	33	83
Course failure in ELA	0	0	0	0	0	0	14	17	19	50
Course failure in Math	0	0	0	0	0	0	4	17	12	33
Level 1 on statewide ELA assessment	0	0	0	0	0	0	18	29	24	71
Level 1 on statewide Math assessment	0	0	0	0	0	0	22	27	14	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	7	3	4	14

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	22	24	24	70

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	28	40	51	119
One or more suspensions	0	0	0	0	0	0	26	24	33	83
Course failure in ELA	0	0	0	0	0	0	14	17	19	50
Course failure in Math	0	0	0	0	0	0	4	17	12	33
Level 1 on statewide ELA assessment	0	0	0	0	0	0	18	29	24	71
Level 1 on statewide Math assessment	0	0	0	0	0	0	22	27	14	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	7	3	4	14

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	22	24	24	70

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	0	0	0	

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*	83	51	49	83	53	50	82		
ELA Learning Gains				68			68		
ELA Lowest 25th Percentile				48			53		
Math Achievement*	92	59	56	88	35	36	82		
Math Learning Gains				84			62		
Math Lowest 25th Percentile				74			49		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	82	50	49	85	56	53	80		
Social Studies Achievement*	96	68	68	95	64	58	92		
Middle School Acceleration	88	76	73	95	52	49	89		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	59	37	40	63	85	76	44		

* 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)	N/A
OVERALL Federal Index – All Students	83
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	78
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	783
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	64			
ELL	70			
AMI				
ASN	94			
BLK	70			
HSP	88			
MUL	95			
PAC				
WHT	91			
FRL	75			

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	53			
ELL	59			
AMI				
ASN	90			
BLK	69			
HSP	82			
MUL	79			
PAC				
WHT	81			
FRL	74			

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	83			92			82	96	88			59
SWD	50			69			34	88	77		5	
ELL	69			80			40	100			5	59
AMI												
ASN	92			98			89	98	91		5	
BLK	65			77			64	85	78		6	50
HSP	83			92			82	98	86		5	
MUL	88			91			100	100	94		5	
PAC												
WHT	86			96			85	98	91		5	
FRL	72			84			68	90	83		6	53

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	83	68	48	88	84	74	85	95	95			63
SWD	46	38	27	59	61	50	48	74	77			
ELL	39	43	41	67	69	60		87				63
AMI												
ASN	95	84	67	97	91	86	91	100	100			
BLK	62	57	40	71	78	68	71	84	90			
HSP	85	69	57	88	83	73	88	95	97			
MUL	83	72	33	93	84	77	80	94	91			
PAC												
WHT	86	67	50	91	85	75	86	97	94			
FRL	73	61	44	81	80	72	77	91	94			62

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	82	68	53	82	62	49	80	92	89			44
SWD	40	40	38	46	46	38	38	70	68			
ELL	56	63	48	60	49	32						44

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
AMI												
ASN	97	85	77	94	81		100	100	97			
BLK	62	55	45	56	40	36	59	82	87			
HSP	79	63	46	82	60	49	76	92	91			
MUL	87	63	58	92	59	54	90	81	91			
PAC												
WHT	87	71	60	87	68	59	83	94	87			
FRL	72	61	50	72	52	42	69	86	86			50

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	83%	48%	35%	47%	36%
08	2023 - Spring	78%	47%	31%	47%	31%
06	2023 - Spring	83%	45%	38%	47%	36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	89%	54%	35%	54%	35%
07	2023 - Spring	72%	36%	36%	48%	24%
08	2023 - Spring	96%	65%	31%	55%	41%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	82%	46%	36%	44%	38%

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

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	65%	31%	66%	30%

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.

ELA proficiency dropped 2 points for 83% to 81%. In FY19, our ELA proficiency was 86%. Low performance in ELA can be influenced by a variety of contributing factors, and it's important to consider a holistic perspective when trying to understand why students may have struggled in this area leading to a decline from the previous year. Here are some contributing factors to last year's low ELA performance:

1. Inadequate Reading Comprehension Strategies: Many students may not have been taught effective reading comprehension strategies. Without these strategies, they may struggle to understand and analyze complex texts.
2. Language Barriers: For English language learners (ELLs), language barriers can be a significant factor in low ELA performance. They may struggle with understanding how to analyze complex texts due to a limited vocabulary and not being proficient in speaking English.
3. Weak Foundational Skills: ELA skills build upon one another. Weaknesses in foundational skills such as reading comprehension, complex text, and vocabulary can have cascading effects on higher-level ELA tasks like reading comprehension and essay writing.

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

Science showed the greatest decline from the previous year. Students scoring Level 3 or above declined by 3 points compared to the previous year. In 2022, 85% of students scored Level 3 or above. In 2023, that number decreased to 82. The students are tested on 94 standards. Approximately 64% of the test is based on content they were taught in 6th and 7th grade. Using previous content as a basis for the test, it appears that foundational skills and standards were lacking. Students who took the 8th grade test were affected by the

weaknesses.

There have been some issues with teacher turnover, which could have disrupted continuity in instruction. There may have been insufficient support for diverse learning styles due to disrupted continuity in instruction.

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.

Our scores are higher than the state in all areas.

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

Math data showed the greatest improvement. The number of students scoring Level 3 and above increased by five points. In FY23, 93% of students scored Level 3 or above, up from 88% in FY22. To assist the students who were not proficient the previous year, we used small groups and tutorial sessions

math

After analyzing the previous year's data, and looking at patterns and trends in various math courses we implemented the following actions to improve our scores:

1. Based on the data from FAST progress monitoring and classroom walkthroughs, along with informal observations, teaching assignments were adjusted. As a result of these adjustments, teachers were assigned to teach in areas where they were stronger in content and skills.
2. One-on-one lunch tutorials for Level 1 and Level 2 students.
3. Khan Academy to support instruction outside the classroom.
4. Planning instruction, analyzing data, and creating common assessments through collaborative PLCs

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

Our goal is to deliver effective and relevant instruction to ensure progress toward high school readiness for all students. If we focus on the two areas listed below, we can ensure that our students will achieve academic growth. When looking at EWS indicators, our two areas of concern are:

1. Level 1 on statewide ELA assessment
2. Course failures in math

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

1. High school readiness (reducing Math and ELA course failures, reducing absenteeism, and reducing OSS)
2. Mentoring Program
3. Tutorials in Science
4. ELA strategies across all content areas with a focus on our ESSA students
5. Monitor and ensure that all content based on statute 1003.42 is being implemented in the required areas

Area of Focus

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

#1. Instructional Practice specifically relating to ELA

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 results of our ELA L25% and Overall performance has been our lowest performing category when comparing scores from year-to year. In FY1232 our ELA proficiency dropped to 81%. In FY19, our ELA proficiency was 86%. Since that time our proficiency has been declining. We continue to see gaps of achievement in ELA with our ESSA subgroups.

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.

In our Mid-Year report we will increase the overall percentage of students scoring Level 3 or above in ELA. Our goal as a school is to increase our ELA proficiency from 81% to 86%. By May, 95% of our teachers will implement standards-align tasks as evidence by classroom walkthroughs.

Monitoring:

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

Administrative team will monitor instruction and track student task engagement in Regular ELA, Regular Social Studies, and Intensive Reading. The principal will conduct classroom walkthroughs regularly to ensure that the students are on task. He will remain in the room until the task or objective has been identified. Teachers will monitor by analyzing classroom data, FSQs, and USAs.

Person responsible for monitoring outcome:

Joshua Davidow (joshua.davidow@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. NOREDINK
2. Students will use Reading Plus in Intensive Reading to increase reading skills.
3. Small group instruction
4. PLCs

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. NOREDINK will provide students with the opportunity to become strong writers and critical thinkers. The platform facilitates effective instruction by helping teachers engage students through modeling, scaffolding, practice, and feedback.
2. Students will use Reading Plus to improve fluency, comprehension, and Vocabulary.
3. Small group instruction will allow the teacher to identify weaknesses for targeted remediation. Using FSQ and USA data as checkpoint to guide personalized instruction for students.
4. PLCs allow teachers and leadership an opportunity to collaborate, analyze, and make decisions to improve student achievement.

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. Leadership team will analyze formative student data to ensure students are making adequate progress as well as conduct classroom walkthroughs to ensure teachers are integrating differentiation strategies.
2. Teachers will by grade level meet to discuss the most effective methods for incorporating complex texts across the content areas.

Person Responsible: Rick Poorman (richard.poorman@palmbeachschools.org)

By When: Currently being implemented

Literacy team will work collaboratively with teachers to provide assistance with acquiring complex texts and primary source documents and support with best practices for classroom utilization.

Person Responsible: Joshua Davidow (joshua.davidow@palmbeachschools.org)

By When: October 12th, 2023.

#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.

This year, we will focus on reducing OSS and the number of students who are absent for 10 or more days. During FY 23, 112 students had excessive absences, and 70 students had ISS or OSS. According to the 0197 data, these two areas had 75 students with two or more EWS indicators. Students are missing instruction if they are not in class. It is not always possible to make up that instruction. As a result, the students were at risk of falling behind with their assignments in all of their classes. In core content classes, this may contribute to course failures. We want ensure that we are aligned with the District's Strategic Plan for Academic Excellence and Growth.

Measurable Outcome:

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

Student Outcomes:

Our goal is to reduce the number of absences by 20% and the number of ISS and OSS by 20% by February 2024. If students are not in class, then they are not learning. Absences and suspensions are both barriers that prevent instruction from taking place.

Teacher practice outcomes:

By December 2023, 50% of our teachers will positively reinforce student behaviors.
By February 2024, 75% of our teachers will positively reinforce student behaviors.

Monitoring:

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

Classroom observation

Scheduled pulling of Tutorial data (attendance)

Scheduled pulling of Attendance data

Scheduled pulling of Suspension data

SIS and Student Conductor will be used for monitoring. The data will be reviewed at our weekly administrative meetings.

Person responsible for monitoring outcome:

Rick Poorman (richard.poorman@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. Schoolwide Discipline Plan
2. Schoolwide Attendance Plan
3. F.I.E.R.C.E Behavioral Matrix
4. SWPBS
5. Parent Involvement
6. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations.

2. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently.
3. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order.
4. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school
5. 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.

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.

SwPBS Action Steps:

- a. Teachers reinforce expected behaviors in and out of the class through positive rewards
- b. Trimester celebrations are held Policy 2.09 and Required Instruction

Person Responsible: Rick Poorman (richard.poorman@palmbeachschools.org)

By When: We will implement and monitor these action steps By December 2023.

Policy 2.09 and Required Instruction Florida State Statute 1003.42

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: Joshua Davidow (joshua.davidow@palmbeachschools.org)

By When: We will implement and monitor by February , 2024.

We will host annual Parental Involvement Night at our school to show parents how much we appreciate their support for public education and student learning. with parents the importance of attendance and academics.

1. Rotational Stations
2. Door prizes
3. Food
4. Activities for parents and students

Person Responsible: Shawndra wilson (s.wilson@palmbeachschools.org)

By When: We will host this event by November, 2023.

1,Develop an Attendance Policy:

Create a clear attendance policy that outlines expectations, procedures for taking attendance, and consequences for excessive absences.

Regularly Collect Attendance Data:

Ensure that attendance data is recorded accurately for each class and period.

2.Collect attendance data for both daily and class-by-class tracking.

Analyze Attendance Data:

Regularly analyze attendance data to identify trends and patterns.

Look for students with chronic absenteeism or specific periods/classes where attendance is a recurring issue.

3.Use an Electronic Attendance System:

Use SIS attendance system that allows for easy tracking and reporting of attendance data.

4. Establish a Attendance Team:

Form a team consisting of teachers, counselors, administrators, and support staff responsible for attendance monitoring and intervention.

5. Parent/Guardian Engagement:

Hold regular meetings or conferences with parents/guardians to discuss attendance issues and strategies for improvement.

Provide parents with resources to support their child's attendance, such as transportation assistance if needed.

Person Responsible: kristin saffici (kristin.saffici@palmbeachschools.org)

By When: We will implement and monitor by October 122th, 2023.

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).