

The School District of Palm Beach County

West Boynton Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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West Boynton Middle School

8655 SENATOR JOE ABRUZZO AVE, Boynton Beach, FL 33472

[no web address on file]

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.

West Boynton Middle School educates, affirms, and inspires every student by creating a student-centered environment that fosters a relentless pursuit of excellence.

Provide the school's vision statement.

West Boynton Middle's vision is to ensure students are academically prepared and socially adept at balancing life with the demands of an ever-changing society.

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
Peccia, Joe	Principal	Mr. Peccia will oversee the execution and monitoring of all strategies and action steps towards continuous improvement at West Boynton Middle. He will meet with the leadership team to address the academic and social/emotional needs of our students. He will ensure that progress monitoring and data analysis are taking place in order to ensure areas of deficiency are being addressed. He will maintain a single and positive school culture that assists in supporting SBT and RTI. He will facilitate effective communication between staff, students, and parents to disseminate information on schoolwide initiatives and expectations.
Felsen, Fallon	Assistant Principal	Ms. Felsen will provide effective communication between staff, students, parents, and the surrounding community. She will meet with staff to address the academic, social, and emotional needs of students. She will support the review and analysis of academic data and address deficiencies to successfully reach the goals outlined in the School Improvement Plan. She will also lead discussion of academic referrals and progress monitoring of students in various tiers when necessary. She monitors the school for ESOL compliance as well.
Lowen, Rachelle	Assistant Principal	Mrs. Lowen will provide effective communication between staff, students, parents, and the surrounding community. She will meet with staff to address the academic, social, and emotional needs of students. She will support the review and analysis of academic data and address deficiencies to successfully reach the goals outlined in the School Improvement Plan. She will also lead discussion of academic referrals and progress monitoring of students in various tiers when necessary.
Pennington, John	Assistant Principal	Mr. Pennington will provide effective communication between staff, students, parents, and the surrounding community. She will meet with staff to address the academic, social, and emotional needs of students. He will support the review and analysis of academic data and address deficiencies to successfully reach the goals outlined in the School Improvement Plan. He will also lead discussion of academic referrals and progress monitoring of students in various tiers when necessary. He monitors and implements all school safety procedures on the campus.
Elkin, Courtney	School Counselor	As School Counselor, Ms. Elkin is responsible for monitoring the mental and emotional health of the students, working with instructional leaders, and practicing shared decision-making. The school counselor also works with students regarding academic progress, high school and choice options, support programs, and various assessments throughout the students' middle school experience.
Kushel, Lori	School Counselor	As School Counselor, Ms. Kushel is responsible for monitoring the mental and emotional health of the students, working with instructional leaders, and practicing shared decision-making. The school counselor also works with

Name	Position Title	Job Duties and Responsibilities
		students regarding academic progress, high school and choice options, support programs, and various assessments throughout the students' middle school experience.
Powell, Lisa	Teacher, ESE	As the ESE Coordinator, Ms. Powell is responsible for tracking student progress and monitoring the fidelity of implementation of the ESE programming.
Solorzano, Chelsea	Behavior Specialist	As the school's BHP, Ms. Solorzano is responsible for monitoring the mental and emotional health of the students, working with instructional leaders, and practicing shared decision-making.
Carlson, Elise	Behavior Specialist	As the school's BHP, Ms. Carlson is responsible for monitoring the mental and emotional health of the students, working with instructional leaders, and practicing shared decision-making.
Gum, Lindsay	Teacher, K-12	As the ELA/Reading Department Instructional Leader, Ms. Gum is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each ELA and Reading classroom.
Poliak, Brittney	Teacher, K-12	As the ELA/Reading Department Instructional Leader, Ms. Poliak is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each ELA and Reading classroom.
Dermer, Jennifer	Teacher, K-12	As the Math Department Instructional Leader, Ms. Dermer is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each Math classroom.
Glancz, Sabrina	Teacher, K-12	As the Math Department Instructional Leader, Ms. Glancz is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each Math classroom.
Mercurio, Kim	Teacher, K-12	As the Science Department Instructional Leader, Ms. Mercurio is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each Science classroom.
Zapf, Heather	Teacher, K-12	As the Science Department Instructional Leader, Ms. Zapf is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each Science classroom.

Name	Position Title	Job Duties and Responsibilities
Santana-Nermesan, Tonya	Teacher, K-12	As the Social Studies Department Instructional Leader, Ms. Santana-Nermesan is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each Social Studies classroom.
Budish, Samantha	Teacher, K-12	As the Social Studies Department Instructional Leader, Ms. Budish is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each Social Studies classroom.

Stakeholder Involvement and SIP Development

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

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

Teachers conduct progress monitoring by analyzing data in their Professional Learning Communities (PLCs). They look for data trends and areas for growth that they communicate to administration. Administration utilizes teacher feedback and data when developing the overall school goals. Parents are included in SAC, PTSA, and educational workshops facilitated by our counselors. Parents and business/community leaders are also included in the SAC. Outside agencies provide feedback regarding the academic needs of the community.

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 demonstrates the continuous improvement work that is done at West Boynton Middle. The SIP is updated throughout the school year to document the work that is being done to work towards our SIP goals. We work collaboratively to review and analyze school performance data and make decisions to ensure areas of weakness and opportunities for growth are addressed. Our data drives our instruction and is analyzed all year long.

Monitoring and revising of our SIP will take place throughout the year through the use of FAST Progress Monitoring Assessments which take place three times per year, through FSQs, USAs, Semester Exams for high school credit courses, Reading Plus performance data, Study Island, Dreambox Math, Achieve 3000, EOCs, PBPAs, and teacher-created assessments. The FSAA will be used to assess our ESE students who are on access points. The WIDA Access will be used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing.

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	0%
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	19	20	81
One or more suspensions	0	0	0	0	0	0	4	25	22	51
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	13	11	25
Course failure in Math	0	0	0	0	0	0	1	17	10	28
Level 1 on statewide ELA assessment	0	0	0	0	0	0	30	31	25	86
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	25	20	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	30	31	25	86
	0	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	51	34	30	115

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	1	0	1
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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0

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

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*		51	49		53	50			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		59	56		35	36			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		50	49		56	53			
Social Studies Achievement*		68	68		64	58			
Middle School Acceleration		76	73		52	49			
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress		37	40		85	76			

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

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												

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												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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.

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.

This is the inaugural year for West Boynton Middle School. Our students feed to us from a number of elementary and middle schools in our county. The possible contributing factors were a new state assessment, teacher shortage, and a high number of student absences. Based on our FAST assessment results from FY23, we had 67% of our students proficient in ELA and 69% of our students proficient in math. We were above the state average (53.2% in ELA; 53.1% in Math).

Students also improved throughout the school year in both Math and ELA/Reading. In Math student proficiency on PM1 was 25%, on PM2 it was 47%, and on PM3 it was 69%. In ELA/Reading, student proficiency was 50%, on PM2 it was 58%, and on PM3 it was 67%.

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

This is the inaugural year for West Boynton Middle School. Our students feed to us from a number of elementary and middle schools in our county.

The possible contributing factors were a new state assessment, teacher shortage, and a high number of student absences.

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.

Based on our FAST assessment results from FY23, we had 67% of our students proficient in ELA and 69% of our students proficient in math. We were above the state average (53.2% in ELA; 53.1% in Math).

We are in our inaugural year.

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

This is the inaugural year for West Boynton Middle School. Our students feed to us from a number of elementary and middle schools in our county.

Students also improved throughout the school year in both Math and ELA/Reading. In Math student proficiency on PM1 was 25%, on PM2 it was 47%, and on PM3 it was 69%. In ELA/Reading, student proficiency was 50%, on PM2 it was 58%, and on PM3 it was 67%.

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

Our students had several absences in FY23. We had 83 students who were absent 10% or more. We had 88 students score a level 1 in ELA and 82 students score a level 1 in Math.

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

We hope to have 70% of our students demonstrate proficiency in ELA and 70% of our students demonstrate proficiency in Math. We want to see high learning gains across the board and especially in the lowest 25% resulting in a PYG of 1.0 or greater. We also want to increase access to math acceleration courses for all students.

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.

In ELA and Reading classes, teachers will provide small group instruction and remediation so that they can meet the needs of all learners and focus on individual students who are not showing mastery of the standards.

Measurable Outcome:

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

We strive to have 70% of our students earn proficiency in ELA on the PM3 FAST in spring 2024. Last year's data showed that on PM3, 67% of our students that were tested were proficient (level 3 or higher).

Monitoring:

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

We will utilize progress monitoring assessments (PM 1 and 2), USA data, Reading Plus data, and teacher data analysis documents.

Person responsible for monitoring outcome:

Fallon Felsen (fallon.felsen@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.)

All ELA and reading teachers will pull small groups for remediation and to differentiate instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers can use assessment data to identify students who are not mastering individual standards and target those standards during small group instruction.

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 4 - Demonstrates a Rationale

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. Ensure all ELA and reading teachers have access to student data.
2. Ensure all ELA and reading teachers are utilizing common assessments.
3. Assist teachers during PLC's to help guide them in identifying the students in need of remediation.
4. Meet with ELA and reading department to discuss expectations of small group instruction and differentiation to meet the needs of these learners.
5. Observe and provide feedback on small group instructional strategies.
6. Continuously monitor students participating in small group instruction, and track their progress.

Person Responsible: Fallon Felsen (fallon.felsen@palmbeachschools.org)

By When: Ongoing through May 2024

#2. Instructional Practice specifically relating to Math

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 Mathematics classes, teachers will provide small group instruction and remediation so that they can meet the needs of all learners and focus on individual students who are not showing mastery of the standards.

Measurable Outcome:

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

We strive to have 70% of our students earn proficiency in Mathematics on the PM3 FAST in spring 2024. On last year's PM3, 69% of our students demonstrated proficiency (level 3 or higher).

Monitoring:

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

We will utilize progress monitoring assessments (PM 1 and 2), USA data, online tool data such as Study Island and Dreambox, and teacher data analysis documents.

Person responsible for monitoring outcome:

Rachelle Lowen (rachelle.lowen@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.)

All Mathematics teachers will pull small groups for remediation and to differentiate instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers can use assessment data to identify students who are not mastering individual standards and target those standards during small group instruction.

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 2 - Moderate 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. Ensure all math teachers have access to student data.
2. Ensure all math teachers are utilizing common assessments.
3. Assist teachers during PLC's to help guide them in identifying the students with the most needs.
4. Meet with Math department to discuss expectations of small group instruction and differentiation to meet the needs of these learners.
5. Observe and provide feedback on small group instructional strategies.
6. Continuously monitor students participating in small group instruction, and track their progress.

Person Responsible: Rachelle Lowen (rachelle.lowen@palmbeachschools.org)

By When: This process is ongoing throughout the year. Data analysis, assessment, and small group programming will continue through May 2024.

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

In alignment to the District's Strategic Plan, we plan to set the culture of a brand new school and make it a place where students feel a sense of belonging, safety, and acceptance for all. We plan 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.

Ensure 100% of all students have been taught the school wide universal guidelines, and provide support lessons throughout the year. Involve teachers in the school wide recognition system that monitors students understanding of the Universal Guidelines. By December 2023, 80% of our teachers will positively reinforce student behaviors.

By February 2024, 100% of our teachers will positively reinforce student behaviors.

Monitoring:

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

Students will be taught lessons about the HIVE Universal Guidelines. Students will be provided with follow up activities and quizzes to assess their understanding of the school's expectations. Students will also participate in the school wide recognition system. Teachers will be tracked on how often they are participating in the recognition program.

Person responsible for monitoring outcome:

Rachelle Lowen (rachelle.lowen@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. Required Instruction Florida State Statute 1003.42 and Policy 2.09
2. Schoolwide Discipline Plan
3. Schoolwide Recognition Plan
4. SWPBS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Required Instruction Florida State Statute 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. Schoolwide Discipline Plan- A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
3. Schoolwide Recognition Plan- A systematic approach to recognizing and promoting positive behavioral expectations. By having teachers involved in the recognition plan, all stakeholders are involved in the process.
4. SWPBS- This team is essential to our school and can improve school climate, safety, and order. Also, by having these systems in place, it will lead to an increase in 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 3 - Promising 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. Develop a strong SWPBS Team.
2. Provide teachers with professional development to understand SWPBS Universal Guidelines and Recognition System.
3. Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms.
4. Monitor implementation of the school wide recognition system.
5. Continuously offer lessons to students and monitor their understanding of the lessons throughout the year.

Person Responsible: Rachelle Lowen (rachelle.lowen@palmbeachschools.org)

By When: By December, 2023, a school wide recognition system will be in place with 80% of teachers having participated in it. By the end of the year, we hope to increase that by an additional 10%.