Howell L. Watkins Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Howell L. Watkins Middle School

9480 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

https://hlwm.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.

Howell L Watkins is committed to providing a world-class educational experience for the students and staff we serve. Providing an atmosphere and culture of excellence and equity that empowers each student and staff to reach their highest potential. Implementing initiatives that foster expanding awareness, developing skills, and amplifying ethical behaviors that are attributed to being responsible, productive and contributing members of society.

Provide the school's vision statement.

Howell L. Watkins as an entity of the School District of Palm Beach County envisions a dynamic, collaborative multi-cultural community where education and lifelong learning are valued, supported, and all learners reach their highest potential and succeed in the global economy. H.L. Watkins Middle School strives daily to bring out the best in all students and staff academically and socially, as we prepare our learners to be productive contributors of the world.

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
Charles, Presley	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. Essential Functions: Vision of Academic Success for All 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend

Name	Position Title	Job Duties and Responsibilities
		support to teachers and keeps abreast of their professional learning and instructional needs. 12. Creates school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 14. Celebrates success as well as opportunities for growth. 15. Eliminates barriers and distractions that interfere with effective teaching and learning. 16. Provides a clean, safe and nurturing school environment. 17. Builds a culture of pride, trust, and respect. 18. Implements and monitors an effective approach to bullying prevention. 19. Aligns new and existing community and parent partnerships. Cultivating Leadership 20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction. 21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. 22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust. 23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. 24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks. 25. Provides ongoing coaching with constructive feedback to teacher leaders. 26. Implements a comprehensive performance management system. 27. Implements rigorous project management, structures, protocols, and processes.

Name	Position Title	Job Duties and Responsibilities

Improving Instruction

28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.

29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.

30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.

31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.

32. Quickly and proactively addresses problems in instruction and student learning.

33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.

34. Monitors and improves instruction.

35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

People, Data, and Processes

36. Hires and retains highly qualified and effective employees.

37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.

38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.

39. Uses data to inform decisions and instruction, professional learning,

Name	Position Title	Job Duties and Responsibilities

performance, and student learning.

40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.

41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.

42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.

43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.

44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.

45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.

46. Supervises the school's food, transportation, maintenance, facility and support services.

47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.

48. Coordinates community activities relevant to the school within the school area.

49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.

50. Implements and monitors career and leadership advancement pathways.

51. Monitors systemic customer service.

52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.

Name	Position Title	Job Duties and Responsibilities
Jastrome, Kim	Assistant Principal	The educational assistant leader of the school provides support for the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction, including the following: Master board Lead Title I Co-Lead PBS SBT SIP Lead PD Team Teacher evaluations Observations Tutorial Program PLC's Programs Clubs/Organizations Campus Supervision School Inventory Technology and Computer Issues Lunch Duty 504's/IEP's Guidance Co-Lead/Threat Assessments Emergency Lesson Plan process ESE Department
Harris, Larry	Assistant Principal	The educational assistant leader of the school provides support for the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction, including the following: Oversee 6th grade Math and Discipline Masterboard/Co-Lead Title I Lead SAC Co-Lead Marketing, Website, and Branding Student Services PBS/SBT Testing Yearbook Teacher evaluations Observations Bullying Prevention Campaign Campus Supervision Electives Lead Lunch Duty Monthly Calendar

Name	Position Title	Job Duties and Responsibilities
		504's/IEP's Guidance Co-lead/Threat Assessments
Caruso, Scott	Assistant Principal	The educational assistant leader of the school provides support for the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction, including the following: 7th Grade Oversees Social Studies Guidance Counselor ESP SAC Co-Lead PBS SBT Honor Roll lead Teacher evaluations Observations New Teacher Support Performance Matters Support Campus Supervision Tutorial Program LTF Support PLC's Choice Co-lead Social Studies Department Lunch Duty Monthly Calendar co-lead 504's/IEP's
Lowe, Errik	Dean	The educational assistant leader of the school provides support for the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction, including the following: SBT-Co-Facilitator Hero K-12 ESOL Counselor Student Services Campus Supervision PBS SBT Bullying Prevention Campaign Hero K12 ESOL Department Lead SBT Co-Lead Choice Co-Lead Campus Supervision

Name	Position Title	Job Duties and Responsibilities
		ESE Support Discipline Committee including Deans & BIA Lunch Duty 504's/IEP's
Boxill, Alesia	Assistant Principal	The educational assistant leader of the school provides support for the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction, including the following: Master board Lead Title I Co-Lead PBS SBT SIP Lead PD Team Teacher evaluations Observations Tutorial Program PLC's Programs Clubs/Organizations Campus Supervision School Inventory Technology and Computer Issues Lunch Duty 504's/IEP's Guidance Co-Lead/Threat Assessments Emergency Lesson Plan process ESE Department

Stakeholder Involvement and SIP Development

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

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

• The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.
• Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.
• Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the

outcomes of English Language Learners.

• A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

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

• Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with the fidelity of programs and services designed to improve the outcomes of our English Language Learners. Additionally, we have again this year, a Social Service Facilitator, Tamika Franklin, that will work with our community and business partners and our students' and families support services to provide parent and family engagement opportunities that promote effective parent involvement and positively impacts the students in our school. We also work with our school district's Multicultural Department to provide family engagement and parent training for our ELL families, as well as Our McKinney-Vento liaison, works with our guidance team in providing services and support for our migrant and homeless families.

We have a partnership with communities in schools that will surround students with a community of support, empowering them to stay in school and achieve in life. They will be housed in the building.

The CAPE team and Center for Child Counseling will offer to counsel for students in need.

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

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement
Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts, and Math). The FAST assessments will occur one to two times a year in Algebra I and Geometry.
The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the

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

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition, we closely monitor the acceleration courses for our student body.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	60	53	71	184
One or more suspensions	0	0	0	0	0	0	66	93	80	239
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	22	54	9	85
Course failure in Math	0	0	0	0	0	0	43	15	34	92
Level 1 on statewide ELA assessment	0	0	0	0	0	0	127	141	135	403
Level 1 on statewide Math assessment	0	0	0	0	0	0	105	132	100	337
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	102	102	102	306
	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	135	157	131	423

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	1	1
Students retained two or more times	0	0	0	0	0	0	2	0	2	4

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	77	104	72	253
One or more suspensions	0	0	0	0	0	0	32	77	75	184
Course failure in ELA	0	0	0	0	0	0	104	0	0	104
Course failure in Math	0	0	0	0	0	0	78	0	0	78
Level 1 on statewide ELA assessment	0	0	0	0	0	0	98	118	108	324
Level 1 on statewide Math assessment	0	0	0	0	0	0	117	100	116	333
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	98	118	108	324

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	134	122	112	368

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	1	1
Students retained two or more times	0	0	0	0	0	0	2	1	3	6

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	77	104	72	253
One or more suspensions	0	0	0	0	0	0	32	77	75	184
Course failure in ELA	0	0	0	0	0	0	104	0	0	104
Course failure in Math	0	0	0	0	0	0	78	0	0	78
Level 1 on statewide ELA assessment	0	0	0	0	0	0	98	118	108	324
Level 1 on statewide Math assessment	0	0	0	0	0	0	117	100	116	333
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	98	118	108	324

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	134	122	112	368

The number of students identified retained:

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

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*	30	51	49	35	53	50	34		
ELA Learning Gains				35			33		
ELA Lowest 25th Percentile				22			21		
Math Achievement*	32	59	56	28	35	36	18		
Math Learning Gains				47			14		
Math Lowest 25th Percentile				55			18		
Science Achievement*	26	50	49	23	56	53	28		
Social Studies Achievement*	39	68	68	49	64	58	39		
Middle School Acceleration	65	76	73	67	52	49	35		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	25	37	40	40	85	76	53		

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)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	217
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	3	3
ELL	27	Yes	3	1
AMI				
ASN	64			
BLK	35	Yes	3	
HSP	30	Yes	2	1
MUL	43			
PAC				
WHT	53			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	33	Yes	2	

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	26	Yes	2	2
ELL	37	Yes	2	
AMI				
ASN	90			
BLK	40	Yes	2	
HSP	36	Yes	1	
MUL	44			
PAC				
WHT	50			
FRL	39	Yes	1	

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	30			32			26	39	65			25
SWD	15			17			12	25			5	14
ELL	21			31			18	42			5	25
AMI												
ASN	64			64							2	
BLK	28			29			24	37	63		6	26
HSP	29			35			24	40			5	22
MUL	35			43				50			3	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	51			43			43	56	70		5	
FRL	29			29			26	34	62		6	20

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	35	35	22	28	47	55	23	49	67			40
SWD	13	25	19	11	43	51	11	28				33
ELL	24	29	28	24	43	53	18	40	69			40
AMI												
ASN				90								
BLK	33	34	20	26	46	57	19	48	71			44
HSP	27	30	29	28	45	46	29	42	47			36
MUL	60	48		35	33							
PAC												
WHT	51	50		42	58		33	63				
FRL	34	34	21	26	45	55	21	47	66			40

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	34	33	21	18	14	18	28	39	35			53
SWD	15	19	15	7	16	21	9	24	18			25
ELL	34	38	23	17	13	18	19	40	13			53
AMI												
ASN	79	50		93	71				82			
BLK	31	31	21	16	13	19	21	33	27			53
HSP	38	38	26	14	10	14	36	43	23			52
MUL	62	63		44	13							
PAC												
WHT	43	26		29	21		42	63	55			
FRL	33	32	22	17	14	18	26	37	28			51

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	28%	48%	-20%	47%	-19%
08	2023 - Spring	24%	47%	-23%	47%	-23%
06	2023 - Spring	25%	45%	-20%	47%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	29%	54%	-25%	54%	-25%
07	2023 - Spring	16%	36%	-20%	48%	-32%
08	2023 - Spring	33%	65%	-32%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	46%	-22%	44%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	48%	26%	50%	24%

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	37%	65%	-28%	66%	-29%

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.

Below, we have shown a comparison of State Assessment Data over a three year period. The data demonstrates various declines in multiple Content Areas as seen in ELA, Math, Science, Algebra, Civics especially within our ELLs, Blacks and Free & Reduced Lunch.

We compared 2023 PM#3 DATA 2022 FSA DATA 2019 FSA DATA

ELA 26% DIF: - 7% 32.33% 34%
SWDs 7.7% DIF +1.1% 6.6% 10.3%
ELLs 5% DIF: -10.3% 15.3% 17%
Hispanics 21.5% DIF: - 4.1% 25.6% 34.5%
Blacks 23% DIF - 8% 31% 28.6%
FRL 24.7% DIF: -7.4% 32.1% 30.8%

MATH 27% DIF: + 6% 21% 18%
SWDs 13.6% DIF: + 10.4% 3.2% 3.4%
ELLs 18.3% DIF: + 2.9% 15.4% 13.8%
Hispanics 30.9% DIF: + 6.3% 24.6% 12.7%
Blacks 30.5% DIF: + 6.9% 23.6% 14.7%
FRL 29.8% DIF + 6.2% 23.6% 15.8%

ALGEBRA 74% DIF: - 2% 76%

GEOMETRY 100 % DIF: +5 % 95%

SCIENCE 24 % DIF:- 3% 21%
SWDs: 6.1% DIF: + 4.2% 1.9%
ELLs: 2.6% DIF: - 6.8% 9.4%
Hispanics: 21.2% DIF: - 5.5% 26.7%
Blacks: 21.8% DIF: + 4.5% 17.3%
FRL 2.6% DIF: - 15.4%% 18%

CIVICS 37% DIF: - 9% 46%

Several contributing factors were:
Teacher absenteeism interrupted the instructions of the standards and we had great difficulty employing

substitutes due to the shortage of subs throughout the District.
We had many new teachers teaching the content, they were unfamiliar with the rigor of the standards.
In Math, new standards were I implemented statewide which cause unfamiliarity for teacher instruction.
Student attendance fluctuated causing interruptions in learning.
At the beginning of the year, we implemented a common instructional framework for all the content area classrooms. PLC and common planning strategizing, data analysis/review, standard focus, active student engagement, and ensuring teacher use of higher order questioning to ensure standard-rigor exposure.

Trends seen are:
Overall our ELA dropped 7 % from 2022. Students with disabilities had an insignificant decline of 1%. ELLs had the most drastic change, with a decline of 10% in proficiency. The decline in ELA has endured over all subgroups. Our Black, Hispanic, and FRL both dropped 7% from the previous school year. Civics overall had a 9% decline in proficiency.

Overall our Math increased by 6 % from 2022. Students with disabilities had a significant increase of 10%. ELLs had an incremental increase of almost 3%, with a decline of 10% in proficiency. Our Black, FRL, and Hispanics showed progress with a little over 6% increase in Math.

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

Overall our ELA dropped 7 % from 2022. Students with disabilities had an insignificant decline of 1%. ELLs had the most drastic change, with a decline of 10% in proficiency. The decline in ELA has endured over all subgroups. Our Black, Hispanic, and FRL both dropped 7% from the previous school year. Civics overall had a 9% decline in proficiency.
New literacy benchmarks presented an instructional challenge for teachers and students alike. Another contributing factor was a lack of a streamlined framework of instruction across all classrooms. Struggling readers continue to affect student literacy performance.

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.

Executive Summary Report
Alg 1 State HL Watkins
54 74 dif: +24
Geometry 49 100 dif: +51

ELA State HL Watkins
Gr 6 47 25 dif: -22
Gr 7 47 27 dif: -20
Gr 8 47 24 dif:-23

Math State HL Watkins
Gr 6 54 29 dif: -25
Gr 7 48 15 dif:-33
Gr 8 55 33 dif: -22

Sci State HL Watkins
44 24 dif: -20

Civics State HL Watkins
66 37 dif: -27

For our highschool credit courses, Algebra and Geometry we notice that students out perform the state average. However, on average our mathematics scores are over 20 points lower than the the state average, with Grade 7 being the area of most concern. In 7th grade, we had our newest teachers, both with zero years of experience. PM 1 shows that students started school with a significant gaps in learning, with 5% of 6th graders, 2% of 7th graders, and 4% of 8th graders performing on grade level. Although the implementation of our Action Steps, we were able to make gains, students performed lower than the State.

Literacy instruction was impacted this year by the implementation of new state standards and new instructional resources being implemented simultaneously. Due to new standards and resources, teachers were learning the standards and learning how to leverage the instructional resource while delivering instruction. PM 1 revealed that 20% of students were reading at the state's proficiency level. It was evident after PM 2 that students were not making any progress with increasing proficiency as the proficiency rate remained stable at 20%. After making instructional adjustments in the areas of being explicit around assessed standards, and providing intensive direct instruction to students nearing a level of proficiency, students were able to increase in proficiency to 26%.

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

Mathematics:
Most improvement:
Reductions of level 1s by 37% [PM1 to PM3, 84% to 47%]
Increase of students on grade level by 24% [PM1 TO PM3, 3% to 27%]
ESE Proficiency- 5% [+ 4% from last year]
ELL Proficiency- 18%
Black Students- 19%
Number Sense and Operations [6th grade 75% at/near/above;7th grade 65%; 64% 8th Grade]
Linear Relationships, Data analysis and Functions 76% 8th

Contributing Factors for Improvement:
Improved ownership of results by teachers as noted in the PM3 Crunch Time Plan
Targeted benchmark instruction prior to PM 3
Increased monitoring and feedback from administration and support staff [common planning and data chats]
Restructuring Support Staff Members - Direct Instruction
District and Regional Support

Greatest Need:
Differentiate instruction based upon data- Data Driven Instruction
Plan for identifying opportunities to increase accelerated with support
Standard Based Instruction
Staffolding (misconceptions and productive Struggle, releasing to the students)
Proportional Reasoning and Relationship 29% approaching and 4 % proficient
Data Analysis and Functions 69/ approaching 7% proficient

ELA
Most improvement:
Reduction of level 1s by 7% [PM1 to PM3, 60% to 53%]
Increase of students on grade level by 6% [PM1 TO PM3, 20% to 26%]
ESE Proficiency- 7%

ELL Proficiency- 5%
Black Students- 24%
Reading Prose and Poetry- 70% Meeting/Exceeding (8th Grade)
Reading Informational Text (6th grade 67% at/near/above; 7th grade 70%)
Argument, Central Idea, Purpose and Perspective, Structure

Contributing factors for Improvement:
Improved ownership of results by teachers as noted in the PM3 Crunch Time Plan
Targeted benchmark instruction prior to PM 3
Increased monitoring and feedback from administration and support staff [common planning and data chats]

Greatest Need:
Data-Driven Instruction - Scaffolds and interventions for all students- (53% are below grade level)
Standards-based instruction
Reading Across Genres and Vocabulary (6th grade 55% below standard, 7th grade 42% below standard, 8th grade 44% below)
Comparative Reading
Context and Connotation
Interpreting Figurative Lang., Morphology, Rhetoric

Areas of Focus and instructional priorities for improvement School-Wide for All Subjects:
Teacher provides explicit instruction aligned to the benchmark and intended learning
Teacher asks questions to deepen understanding of the intended learning
Teacher provides students with opportunities to collaborate
Teacher provides task aligned to the benchmark and intended learning

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:
• Level 1 State Assessments ELA & Math
• Reading Deficiency

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

Areas of Focus and instructional priorities for improvement School-Wide for All Subjects:

1. The teacher provides explicit instruction aligned to the benchmark and intended learning to ensure strategic support with questions to deepen understanding of the intended learning, provides students with opportunities to collaborate, and provides tasks aligned to the benchmark and intended learning

2. Reading interventionists will work with students within ESSA subgroups who are 2-grade levels below in reading. District ESOL specialists collaborate with school ESOL contact and teachers on best practices to work with ESOL students through PLC
District ESE specialists will collaborate with school ESE contact and teachers on best practices to work with ESE students through PLC

3. One-on-one parent and teacher conferences after hours to discuss student data and progress towards grade level standards mastery.

4. AVID College Readiness System will help close the opportunity gap by preparing all students for

college readiness and success in a global society.

5. Teachers will participate in collaborative planning outside of contract hours to plan lessons and discuss strategies to meet the needs of ESE and ESOL students [including School-based Team Meetings, Child Study Team, and ESOL team meetings].

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 Outcomes for Multiple Subgroups
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.

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 and; growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. Ensuring teachers receive training and support towards great instruction will lead to positive learning gains & improvements school-wide.

Below, we have shown a comparison of State Assessment Data over a three year period. The data demonstrates various declines in multiple Content Areas as seen in ELA, Math, Science, Algebra, Civics especially within our ELLs, Blacks and Free & Reduced Lunch.

We compared 2023 PM#3 DATA 2022 FSA DATA 2019 FSA DATA

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FRL 2.6% DIF: - 15.4%% 18%

CIVICS 37% DIF: - 9% 46%

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

By February 2024, PM2 May 2024 PM3

ELA Achievement (achieve 41% by the end of the year 2024)
Overall: +7% +8%
SWDs: +3% +4%
ELLs: +2% +2%
Hispanics: +3% +4%
Blacks: +2% +2%
FRL: +2% +2%

Math Achievement: (achieve 41% by the end of the year 2024)
Overall: +7% +7%
SWDs: +3% +4%
ELLs: +2% +2%
Hispanics: +3% +3%
Blacks: +3% +3%
FRL: +4% +4%

Science: (achieve 41% by the end of the year 2024)

Algebra 80% +4
Geometry Maintain 100%

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

This area of focus will be monitored in our Professional Learning Communities with our Instructional coaches each week. We developed Instructional Focus Calendars aligned with the District. Teachers will analyze their data from the district assessments in PLCs identifying areas of strengths and weakness. Teachers will use this data to drive instruction and monitor instructional materials, resources, and strategies for intensive support and small-group learning.
Data chats will be ongoing with teachers, instructional coaches, admin, students, and parents for tracking and monitoring data and supporting instruction. Inclusion teachers will be assigned strategically to work with co-teachers and target our ELLS and SWDs. Teachers, Coaches, and identified support resource staff will work with the identified students toward improvement and reaching the desired outcome. Incentives will be implemented.
Administration will monitor Lesson Plans, Data Analysis, Classroom walks, Student work, Student attendance, Data Chats, Formal Observations, PLC attendance/participation, Formative/Summative Assessments, and Technology.

Person responsible for monitoring outcome:

Presley Charles (presley.charles@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. Small Group Instruction
2. PLC
3. Small Learning Communities (SLC)
4. Tutorials

Note: Add (UniSIG) to any intervention or action step which you will be using the funds for.

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

1. Small Group Instruction will provide individualized instruction to students with noted deficiencies
2. PLCs will be used to monitor student progress and share best practices for standards-based instruction
3. Small Learning Communities (SLC) will equally distribute grade levels amongst administrators, deans, and guidance counselors to provide focused support to teachers and students.
4. Tutorials will provide additional time for students to receive individualized instruction outside of the time allotted in the academic block.

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. Small Group Implementation:
a. Students will be assessed using district assessments for Math, Language Arts, Science and Civics. Teachers. Train teachers on how to read data to identify students needing additional support
will also utilize differentiated instruction strategies, especially with our lowest 25% students and ESE/ELL population.
b. Teachers will analyze student data to determine strengths and weaknesses with proficiency with the standards. Train academic tutors on how to provide small group instruction including what resources to use.
c. Teachers will create small group rotational cycles as needed and appropriate to ensure all students are being supported at their abilities (SWDs, etc).
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
e. Teachers develop ongoing formative assessments and also use district assessments to track student learning and make adjustments to instruction.

Person Responsible: Alesia Boxill (alesia.boxill@palmbeachschools.org)

By When: Action steps will be implemented at the start of the new school year and will continue until the end of the year.

2. PLC
In PLC we will plan an agenda, prepare data, request focus calendars and lesson plans, and share best practices, and differentiate instruction for ELL and SWD. This will be accomplished in conjunction with Learning Team Facilitators and Single School Culture Coordinator. Additionally, we will be working on the Four Pillars of Effective Instruction to fit our school. The Four Pillars include Standards, Personalization,

High Expectations, and Engagement. We will dedicate one month to focusing on modeling and instructing teachers on each Pillar. For example, for the month on Standards - we are unpacking standards, working with teachers in small groups to write lesson plans and create focus calendars. We are incorporating writing across the reading and writing and organizational skills across the curriculum. For monitoring, the Single School Culture Coordinator and LTFs will document how they are supporting, coaching, and developing PDs with teachers.

Person Responsible: Alesia Boxill (alesia.boxill@palmbeachschools.org)

By When: Action steps will be implemented at the start of the new school year and will continue until the end of the year.

3. Small Learning Community will equally distribute grade levels amongst administrators, deans, and guidance counselors to provide focused support to teachers and students. Grade-level assistant principals will provide academic support, feedback, and walkthroughs to grade-level teachers. Teachers also have a common planning time so this will be used for teachers to collaborate, plan for instruction each week, discuss individual students, share best practices INCLUDING differentiating instruction for SWDs and ELLs and plan for small group instruction with forthcoming academic tutors. This is used for Professional Development [PLC] to practice. For monitoring, teachers will submit lesson plans, focus calendars, student work samples, and data analyses to a google drive that will be monitored by AP over curriculum, Mrs. Boxill. Each aforementioned support staff member will share notes with the administration weekly.

Person Responsible: Presley Charles (presley.charles@palmbeachschools.org)

By When: Action steps will be implemented at the start of the new school year and will continue until the end of the year.

4. Tutorials -
A. Analyze student data to determine students for tutorial groups and the support necessary.
B. Choose research-based supplemental materials and resources to during tutorials. The resources that will be utilized iReady for Reading, Penda Learning for Science, and Achieve 3000 for literacy development specifically with Students with Disabilities and English Language Learners. Additionally, Imagine Learning will fill in any language gaps for our beginner Tier A.
C.Analyze teacher classroom data to determine who will be tutors.
D. ovide tutors with training to understand expectations and become familiar with materials to execute tutorials.
E. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY21 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.
f. Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks.

Person Responsible: Scott Caruso (scott.caruso@palmbeachschools.org)

By When: Action steps will be implemented at the start of the new school year and will continue until the end of the year.

Routinely use a set of comprehension-building practices to help students make sense of the text
a. Build students' world and word knowledge so they can make sense of the text
b. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
c. Teach students a routine for determining the gist of a short section of text
d. Teach students to monitor their comprehension as they read

Person Responsible: Alesia Boxill (alesia.boxill@palmbeachschools.org)

By When: Action steps will be implemented at the start of the new school year and will continue until the end of the year.

#2. Positive Culture and Environment specifically relating to Other

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

If we provide a positive and supportive school climate for all stakeholders, then we will ensure the social, emotional, and academic development of all. Our instructional priority will be to use trends in student discipline data to identify learning needs.

UPDATE the DATA BELOW:

241 discipline referrals were written between the months of August and October in SY 21. Fighting represented the majority of the level 3 discipline events of 2021-2022 school year [90 events] 254 students were suspended. 535 days were missed due to out-of-school suspension. 50% of our Black males writtne up on discipline referrals and 50% of our students with disabilities (considering the school is 21% Students with disabilities). Over 1 in 3 black males were suspended.

Based upon surveys (i.e. School Effectiveness Questionnaire) completed by the staff, students, and parents, discipline data, average daily attendance, and tracking of Tier 2 and 3 interventions for behavior, it is determined that this focus aligns with meeting the school district's strategic plan to develop a student-focused culture.

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

UPDATE:
We will strengthen our Tier 1 Baseline to decrease discipline referrals and out-of-school suspensions from FY 22 by 50 percent or more by the end of the school year 2023
We will improve staff perception of effectiveness noted by our School Effectiveness Questionnaire in student conduct to 80% and overall positive rating to 80% as well by the end of the school year.
If we provide a positive and supportive school climate for all stakeholders,
then we will ensure the social, emotional, and academic development of all
students.

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

We will implement classroom weekly leadership meetings, School Based Team meetings and bi-weekly PLC meetings to review student data discipline referrals and suspension and determine next steps for problem areas and students.

Person responsible for monitoring outcome:

[no one identified]

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. Utilize HeroK12 to strengthen our foundational behavior support.
Initiate a homeroom course for each child to participate in Morning Meetings with their teachers, 20 minutes/day before the official school day starts (student start time).
Teacher training during faculty meetings/PLCs to communicate effectively with parents through the Hero K12 platform.

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

1. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.
2. A token economy that encourages the students to follow the school's behavioral expectations; PRIDE. In following the evidence-based strategies Single School Culture will be exhibited throughout all aspects of the school day allowing for students to reach their highest level of achievement both academically and through social and emotional learning.

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. 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:
1003.42
(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

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.

Person Responsible: Errik Lowe (errik.lowe@palmbeachschools.org)

By When: The required instruction will begin immediately at the start of school. Students will participate in learning the curriculum and respecting and highlighting diverse cultures throughout the school year.

HeroK12
-Teachers will receive training in the program.
-Implementation of research-based methods pertaining to Morning Meeting and Community Circles to promote SEL and achieve SSC across the school campus.
-Implement a school-wide recognition system (Hero) for both students and faculty/staff achieving SSC
-Redesign the matrix of behavior expectations and increase signage and visibility of both the matrix and universal guidelines around campus
-Provide professional development and support to teachers in providing research-based early-stage interventions to support students prior to submitting an SBT referral

-Teachers will monitor student achievement/behavior and will complete SBT referrals when needed
-Monitor discipline data on a regular basis.
-Implement the SEL Guide to provide common weekly themes and competency focuses in alignment with Morning Meeting and Community Circles
-Continue with PBS initiatives in working towards Model School Status
-Monitor students who were referred to SBT and are receiving supplemental and/or intensive intervention.

Person Responsible: Errik Lowe (errik.lowe@palmbeachschools.org)

By When: Hero K12 will begin at the start of school. Students will participate in all aspects of learning the program and expectations will run throughout the school year.

SLL:
- Teachers utilize the Google CR resources to implement SLL. There they will find focus topics to support student positive behaviors and collaboration. The teacher will find topics/strategies of the week.
-Implemented daily for 20 minutes
-Once a skill set has been addressed and taught, the teachers monitor for student success.
- Students are incentivized with points.

Person Responsible: Errik Lowe (errik.lowe@palmbeachschools.org)

By When: SLL will begin at the start of school. Students will participate in all aspects of learning the program and expectations will run throughout the school year.

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

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

Resources and allocations are focused on: (choose the ones that align with your school).
1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.

5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.

7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.

8. The District Reading Collaboration team provides professional development to schools based on needs.

9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. (List some if you wish)

Title I Requirements

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

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

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

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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

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

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

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

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$362,353.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0121 - Howell L. Watkins Middle School	UniSIG	1.0	$57,800.00
			Notes: Salary for 1.0 6th Grade Resource Teacher: Will provide classroom support/small group instruction in grade 6 math and science (pull-out) to increase student achievement. 1 FTE x $57,800=$57,800.			
	5100	200	0121 - Howell L. Watkins Middle School	UniSIG		$21,385.00
			Notes: Benefits for 1.0 6th Grade Resource Teacher - 23.85% + $7,600 per FTE = $21,385. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - $7,600 per FTE, Work Comp/Unemployment - 1.70%			
	5100	120	0121 - Howell L. Watkins Middle School	UniSIG	1.0	$49,233.00
			Notes: Salary for 1.0 Rdg Resource Teacher: Reading teacher will support students grades 6 - 8 who are Tier 2 and Tier 3 in reading. 1 FTE x $49,233=$49,233.			
	5100	200	0121 - Howell L. Watkins Middle School	UniSIG		$19,342.00
			Notes: Benefits for 1.0 Rdg Resource Teacher - 23.85% + $7,600 per FTE = $19,342. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - $7,600 per FTE, Work Comp/Unemployment - 1.70%			
	5100	160	0121 - Howell L. Watkins Middle School	UniSIG	1.0	$44,875.00
			Notes: Facilitator Soc Services Safe Schools will support students in Skills for Learning and Life and academic and behavior support for students grades 6-8. 1 FTE x $44,875=$44,875.			
	5100	200	0121 - Howell L. Watkins Middle School	UniSIG		$18,303.00
			Notes: Benefits for Facilitator Soc Services- 23.85% + $7,600 per FTE = $18,303. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - $7,600 per FTE, Work Comp/Unemployment - 1.70%			
	5100	510	0121 - Howell L. Watkins Middle School	UniSIG		$3,661.20
			Notes: Instructional materials will be utilized to increase student engagement and allow for real-time checking for understanding. 27 white case of copy paper x $44.61 = $1024.47,			

			19 paper easel post-its x $102 = $1,938.00, 45 Expo dry-erase markers x $8.06 = $362.70, 1 Pens/pencils/markers x $156.03 = $156.03. Total = $3,661.20.			
	5100	510	0121 - Howell L. Watkins Middle School	UniSIG		$8,140.30
			Notes: AVID Student supplies (802 students) - pencils, notebooks, binders, sheet protectors, pencil pouches, dividers, planners, pens, highlighters = $8,140.30. Total = $8,140.30.			
	5100	510	0121 - Howell L. Watkins Middle School	UniSIG		$6,032.00
			Notes: Top Score Writing Curriculum to assist with writing strategies in grades 6-8. 12 - Teacher FL Edition Print Curriculum Set x $450.00 = $5,400.00 Shipping= $632.00. Total = $6,032.00.			
	5100	369	0121 - Howell L. Watkins Middle School	UniSIG		$33,003.00
			Notes: Online subscriptions will provide students with engaging reinforcement or remediation of concepts in Reading - Achieve 3000, Grades 6-8, 900 x $36.67 = $33,003.00. SDPBC Code 360.			
	5100	390	0121 - Howell L. Watkins Middle School	UniSIG		$8,050.00
			Notes: To provide supplemental hands-on instruction in science, grade 6-8 students will go on a field trip to Loggerhead Marine Life Science Center. Admissions: 805 students x $10.00/admission = $8,050.00.			
	5100	390	0121 - Howell L. Watkins Middle School	UniSIG		$4,737.50
			Notes: To provide build literacy instruction in reading, grade 6-8 students will go on a field trip to see a production at the Chamber Theatre. Admissions: 250 students x $18.95/ admission = $4,737.50.			
	7800	790	0121 - Howell L. Watkins Middle School	UniSIG		$229.00
			Notes: Transportation to the Chamber Theatre. Compound buses at $229.00.			
	7800	790	0121 - Howell L. Watkins Middle School	UniSIG		$262.50
			Notes: Transportation to the Loggerhead Marine Life. Compound buses at $262.50.			
	7800	390	0121 - Howell L. Watkins Middle School	UniSIG		$1,604.25
			Notes: Transportation for College Tours. Charter buses at $1,604.25.			
	5100	519	0121 - Howell L. Watkins Middle School	UniSIG		$1,971.00
			Notes: Technology supplies: 6 Color Toner high yield x $213.50 = $1,281.00, 3 BlackToner high yield x $230.00 = $690.00. Total = $1,971. SDPBC Code 510.			
	6400	310	0121 - Howell L. Watkins Middle School	UniSIG		$2,500.00
			Notes: Professional and Technical Services (not a sub agreement) -Consultant: Staff will attend training on TopScore Writing program. Total = $2,500.			
	6400	330	0121 - Howell L. Watkins Middle School	UniSIG		$4,404.00
			Notes: Staff will attend the BSI summer Institute to build capacity in School Improvement. Out of County Travel: $180 transportation + $777.00 lodging + $144 per diem x 4 attendees = $4,404.			

	6400	330	0121 - Howell L. Watkins Middle School	UniSIG		$17,620.00
			Notes: Staff will participate in AVID Summer Institute in order to continue use of AVID strategies in classrooms. This will enable teachers to go to each strand and return to school to share what they have learned. HL Watkins is striving to become an AVID school because it is a proven method to increase student achievement. AVID will be held in Orlando in June of 2024. Out of County Travel: $800 registration + $180 transportation + $2400 lodging + $144 per diem = $3,524 x 5 = attendees = $17,620.			
	6400	330	0121 - Howell L. Watkins Middle School	UniSIG		$10,595.00
			Notes: Staff will participate in the Model Schools Conference which will be held in Orlando in June of 2024. HL Watkins administrative staff will learn strategies on climate, culture and relationships; improving student academic outcomes through coaching; and engagement strategies for engaging classrooms. Out of County Travel: $795 registration + $180 transportation + $1000 lodging + $144 per diem = $3,524 = $2,119 x 5 attendees = $10,595.			
	6400	330	0121 - Howell L. Watkins Middle School	UniSIG		$10,465.00
			Notes: HL Watkins administrative staff will attend the National Association of Secondary School Principals in Nashville, TN on July 15-17, 2024. Staff will glean practical strategies and insights to enhance leadership skills in coaching to increasing student academic performance. Out of State Travel: $800 registration + $405 transportation + $780 lodging + $108 per diem = $2,093 x 5 attendees = $10,465.			
	6400	120	0121 - Howell L. Watkins Middle School	UniSIG	0.4	$24,000.00
			Notes: Teacher salaries for collaborative planning - After-hours collaboration and collegial planning for delivering standards-based lessons in literacy, mathematics, science, and social studies. Salaries: 40 teachers x 2 days per week x 1 hours per day x 12 week x $25 per hour = $24,000. SDPBC Code 180.			
	6400	200	0121 - Howell L. Watkins Middle School	UniSIG		$7,884.00
			Notes: Benefits for collaborative planning- $24,000 x $32.85% = $7,884. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/ Unemployment - 1.70%			
	6150	510	0121 - Howell L. Watkins Middle School	UniSIG		$3,600.00
			Notes: Supplies: Planners to keep track of assignments and parent/school communication. 750 x $4.80 = $3,600.			
	6150	120	0121 - Howell L. Watkins Middle School	UniSIG	0.3	$2,000.00
			Notes: Part-time in system support by certified teachers for parent teacher conferences. Salaries: 40 teachers x 2 hours x 1 day per week x 1 week x $25 per hour = $2,000. SDPBC Code 180.			
	6150	200	0121 - Howell L. Watkins Middle School	UniSIG		$657.00
			Notes: Benefits for part time work by certified teachers: $2,000.00 x 32.85% = $657. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$0.00**
					Total:	**$362,353.75**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No