Conniston Middle School

2015-16 School Improvement Plan

Conniston Middle School

3630 PARKER AVE, West Palm Beach, FL 33405

www.edline.net/pages/conniston_middle_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	85%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Conniston Middle School is committed to providing a world-class education with excellence and equity to emp
each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, a
ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Conniston Middle school envisions a dynamic collaborative multicultural community where education and lifelo
learning are valued and supported, and all learners reach their highest potential and succeed in the global eco

School Environment

Describe the process by which the school learns about students' cultures and builds relationships bet
teachers and students

Part of our School Wide Positive Behavior Support Tier 2 initiative is for teachers to establish a personal conn
to each student. It is not a formal session, but each individual is valued and teachers are encouraged to becol
familiar with some of the student's background and interests, this would include cultural awareness.
The faculty receives the School Wide Positive Behavior Support orientation at the start of the academic year,
preschool faculty meeting and at a designated Professional Development day.
Teachers have many opportunities to meet students in a setting outside the classroom as well, in all the sport
clubs, academic clubs, and the after-care program. Student Council and Junior Honor Society also sponsor m
events that provide interaction between the faculty,the students, and the community, where more personal
socialization take place.
Our school has a required community service hours, monitored by teachers. At such events, such as beach cl
ups, butterfly garden creation, and marathon walks, among many others, students and teachers have a chanc
get to know the individual as well.
The first Faculty Meeting of the year focuses on the importance of the affective domain and how diverse is ou
student population. The faculty is directed to respect all our students and to be aware of multicultural aspects.
Our school has a dual language program in addition to an ESOL program, both of which by their very nature h
the school learn about students' cultures and builds relationships between students and teachers.
Our school offers several family nights, including math and science nights, and literacy nights, whereby familie
together and all cultures are embraced, including presentations in other languages.
The school offers a winter fine arts program highlighting performances reflecting an array of nationalities
represented by our student body. This event draws a majority of our family community.
Our school is an IB (International Baccalaureate) school, where global awareness and multicultural appreciati
fundamental pillar.
Finally, we have a World's Fair event at the end of the year with academic projects, music, art, and dance
performances, richly representing all five continents for all to experience. Traditionally this event draws at leas
of our student and family community.
Content as required by Florida Statue 100.42(2), as applicable to appropriate grade levels, including but not li
to:
a) History of the Holocaust
b) History of Africa and African Americans
c) Hispanic Contributions
d) Women's Contributions
e) Sacrifices of Veterans

**Describe how the school creates an environment where students feel safe and respected before, durin
after school**

Our school creates a safe environment for our students by establishing school-wide positive behavior expecta
All the students are aware of the behavior expectations which apply to the classroom, the cafeteria, all athletic
areas, the bus loop, car riders, and any area where school activities or learning take place during or after sch
hours. There are consequences in place for students who make choices not in line with the behavioral expect
There is a school-wide protocol in place for recognition of positive behaviors, utilizing a point system. All stude
start with a perfect score of 100 points. Teachers will take away points for misconduct. There are many events
exciting field trips for all students who maintain a point value of 80 or higher.
We have a major event each year for students at each grade level, our GENDER MEETINGS. At these stude
assemblies, each and every student is made aware of our zero tolerance for bullying and for any manner of pl
or emotional aggression. Students are given a hotline for calling in any incident of bullying and it is also sent h
via our newsletter.
Each grade level has its own Guidance Counselor and students are encouraged to reach out to the guidance
Each Grade level administrator interacts with the student body at their assigned lunch period, a time to get to
students and be available should students wish to approach the administrator with any concerns.
Additionally, our school police officer participates at each lunch period, and is available to all students. The sc
officer is especially visible in creating connection to the students and they know how to reach him if needed.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep stude
engaged during instructional time. This may include, but is not limited to, established protocols for
disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the
system is fairly and consistently enforced**

Our school engages in a school wide Positive Behavior Support program, whereby all on campus are followin
established protocol to handle disciplinary incidents. Teachers are encouraged to track interventions before
resorting to an Office Referral. Our schoolwide behavior expectations are posted throughout the campus, in th
classrooms, and on Edline. Also, our students are required to carry a binder, and at the start of each year they
the Behavior Expectations there.
School staff receives training at the preschool days regarding discipline and protocol. Departments meet routi
teams, and they also discuss discipline and behavior strategies in an ongoing fashion.

**Describe how the school ensures the social-emotional needs of all students are being met, which may
include providing counseling, mentoring and other pupil services**

Each grade level has its own guidance counselor. Students are encouraged to reach out and make appointme
personal issues, and are given the protocol to get a pass, go to the grade level office, and fill out a request. At
start of each academic year there are 3 student assemblies, one per level, where each student body has all th
information regarding the Bully Hot Line, who is who at the school, and how to reach out for help.
During lunches, all students have access to the school police officer, who is available should they wish to con
information to him. The police officers office is located in the center of the school's courtyard, and students ma
by with total confidentiality and ease of access.
The Guidance Department offers group counseling via a visiting outside agency for divorce counseling and gr
counseling.
The School Based Team evaluates individual cases that may require special services by an outside social age
to connect families and individuals with counseling and support for domestic situations that may require reme
All sports teams coaches form a relationship with the students that allows for students to reach out if needed.
are two nurses on campus, located in the clinic, very centrally situated at the main office. This is one more ve
students to approach a caring adult if needed.At the start of each academic year, there is an Orientation for N
Students. At the orientation students get information regarding bullying prevention, the roles and contact locat
key leadership personnel, and how to find most of the information on Edline.
The school also offers a separate orientation for the International Baccalaureate Program, where similar inform
is shared along with the academic content. The school's AVID initiative has an orientation for parents, where i
addition to the program components families learn about school personnel and how to contact specific faculty

members as needed. In addition, at the school wide OPEN HOUSE, there is a video shown to all parents whe
each administration team member, each support team member, and each leadership member provides an
introduction and contact information.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(i
and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in t
system**

The following items are discussed at the beginning of each school year and are revisited during
scheduled professional development days. Teachers have the ability to refer students to our School
Based Team (SBT). These identified students are discussed in weekly meetings and are given Tier 1,
2, or 3 interventions based on our RTI (Response to Intervention) process. Possible reasons for an
SBT referral include truancy and attendance issues, behavioral concerns, academic concerns, and
emotional or social concerns. RTI interventions can include daily or weekly progress reports to track
academic or attendance concerns, behavior plan points sheets, enrollment in a credit recovery
program (Compass), intensive (remedial reading or math) classes or an assigned mentor as
examples. Students who have accumulated more than ten out of school suspension days, ten in school
suspension days, or ten unexcused absences are automatically referred to the SBT.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			To
	6	**7**	**8**	
Attendance below 90 percent	7	8	6	2
One or more suspensions	38	36	49	12
Course failure in ELA or Math	78	95	77	25
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			To
	6	**7**	**8**	
Students exhibiting two or more indicators	26	24	27	

**Describe all intervention strategies employed by the school to improve the academic performance of
students identified by the early warning system**

-Effective multi-disciplinary teams in place to problem solve and create action plans.
-Read 180 and Reading Plus.
-Planned Discussions. Goal Setting for identified student.
-Notification procedures for parents, agency and community outreach;
-Develop and implement a comprehensive school counseling program (Student Development Plan) with dedic
time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions,
connecting students and their families to needed school-based and community resources.
-Create evidence-based interventions to close student need gaps related to earning warning system. For exar
Targeted solution focused counseling (individual and/or group) and parent collaboration/education.
Additionally we have Avid, WICOR, IB, STEM and STEAM in conjunction with PBA, and the rotational model.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their chi progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parent attendance at Parent Training events, including Literacy Night, Science Night, and Math Night, will incr by 5% compared to last year, as evidenced by Sign-In sheets

Describe the process by which the school builds and sustains partnerships with the local community for purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships by recognizing the partners and acknowledging their impact and contribution to the school. Partners are recognized on the marquee and in the school newsletter. When there are events at school to which the partners are invited they are recognized as well. Partners are also kept involved wit school happenings via email communications. Some events where the partners are actively involved entail meeti the school site with personal relationships being enhanced. Partners are nominated for recognition at the annual Business and Community Involvement Breakfast.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Otero, Oscar	Principal
Vennett, Michael	Assistant Principal
Younce, Doris	Assistant Principal
oscar.otero@palmbeachschools.org, Michelle	Guidance Counselor
oscar.otero@palmbeachschools.org, Lauren	Other
Gorrell, Fred	Instructional Coach
Gatlin, Derwin	Assistant Principal
oscar.otero@palmbeachschools.org, Brina	Administrative Support
oscar.otero@palmbeachschools.org, carmen	Guidance Counselor
oscar.otero@palmbeachschools.org, jeanette	Administrative Support
Magrath, Jennifer	Instructional Coach
oscar.otero@palmbeachschools.org, deborah	Guidance Counselor
oscar.otero@palmbeachschools.org, diana	Administrative Support

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional lead[ers] and practice shared decision making

The school-based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnos[tic] data, and progress monitoring data. Based on this information, the team will identify the professional developm[ent] activities needed to create effective learning environments. After determining that effective Tier 1- Core Instru[ction] in place, the team will identify students who are not meeting identified academic targets. The identified studen[ts] be referred to the schoolbased RtI Leadership Team for further evaluation.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identify students who are in need of additional academic and/or behavioral support (supplemental or intensive[). intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to suppor[t] interventionist (e.g., teacher, Inclusion Facilitator, guidance counselor) and report back on all data collected fo[r] further discussion at future meetings.

Through learning team meetings teachers collaborate with administration and peers to analyze data that will d[rive] instruction, plan appropriate lessons, and administer assessments as decision makers to meet the needs of d[iverse] learners.

Describe the process through which school leadership identifies and aligns all available resources (e.[g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired st[udent] outcomes. Include the methodology for coordinating and supplementing federal, state and local funds[, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory o[f resources is maintained and any problem-solving activities used to determine how to apply resources the highest impact

Title I part A funds are used to purchase the services of a literacy coach, resource teachers, Avid tutors and tu[toring] programs, staff development, technology, and parent involvement. Additional funds provide supplemental clas[sroom] materials and equipment such as rugs, desks, tables, chairs, and bookcases.

Title II funds will support Marzano training , ALA leadership development, SIP training and support, Curriculum Support-professional development.

Guidance coordinates with the district migrant department to ensure student needs are met. McKinny-Vento a[ct] followed and parents are informed of resources and support available through the district for identified student[s]. Staff continually works with the homeless department to ensure all students are identified.

School coordinates with district resource officers to inform parents and students about bullying and safety in u[sing] technology. School coordinates with parks and recreation department to adopt a local park and cemetery as community service. Partnership with Palm Beach Atlantic through our Math and Science departments.

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, follow[ing] our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an apprec[iation] for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

Our school integrates an appreciation of Multicultural Diversity in many ways. Most of our signage is in both Spanish, Creole, and English. We have language facilitators for French, Creole, and Spanish. Our family nigh[ts,] parent training's, and most campus events offer presentations in the major languages of our community. We h[ave a] major culminating event at the end of the year, The World's Fair, which is enormous in scope, and draws near[ly a] thousand parent and community guests. We feature displays, art, music, and a veritable array of academic re[ports] and presentations of various countries.

* Problem Solving Model

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior improvement for the student[.]

2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible of the identified problem.

3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based data previously collected. These interventions are then implemented.

4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting and if necessary, recycles in order to achieve the best outcome all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Oscar Otero	Principal
Magda Dominique	Teacher
Donna Melius	Teacher
Claudia Barto	Parent
Michelle Lanza	Teacher
Brina Rubin	Teacher
Mireille Aleman	Parent
Danielle Hanson	Business/Community
Ellen Bredeweg	Parent
Charlene Perez	Parent
Joy Ford-Fradique	Parent
Diane Lampi	Parent
Yamilys Tomasino	Parent
Jeanette Gonzalez	Parent
Derwin Gatlin	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Conniston middle school evaluated last years SIP by:
a. participate in planning and monitoring of the SIP
b. initiate activities or programs that generate greater cooperation between the community and the school.
c. assist in the development of educational goals and objectives.
d. recommend various support services in the school.
e. review the budget to be sure it is aligned with the school improvement plan.

Development of this school improvement plan

The responsibility of the SAC at Conniston is to provide parents, citizens, faculty, staff, and students an oppor to participate in the development of educational priorities, assessment of school needs and locating resources available within the community. Members assist in the preparation and evaluation of the school improvement SAC members assist in the preparation of educational goals for every Conniston student.
• School Improvement funds are for the purpose of enhancing school performance through development and

implementation of a school improvement plan;
• Monies may be expended only on programs or projects selected by the School Advisory Council.
• Neither School District staff nor principals may override the recommendations of the School Advisory Counc[
The monies may not be used for capital improvements or for any project or program with a duration of more th
one year; however, a School Advisory Council may independently determine that a program or project former[
funded under this paragraph should receive funds in a subsequent year.

Preparation of the school's annual budget and plan

N/A - Connistons annual budget and plan will be provided bythe state.

Describe the use of school improvement funds allocated last year, including the amount budgeted for project

The projected use of school improvement funds will be decided by Conniston's school advisory council. It sho[
noted that the principal may not contradict the recommendations made by the school advisory council. Money
allocated for school improvement will not be spent for site improvement. A+ money should be received by the
school, a mutual decision must be made by Conniston's staff and SAC prior to February 1. Not reaching an
agreement would mean the award would be divided equally among all classroom teachers currently teaching
Conniston. All money is held in the school improvement account located at Conniston. Auditors may review al[
expenditures.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establish[requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Otero, Oscar	Principal
Magrath, Jennifer	Instructional Coach
Gorrell, Fred	Instructional Coach
Gatlin, Derwin	Assistant Principal
Younce, Doris	Assistant Principal
Vennett, Michael	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Instructional use of literacy skills are integrated into all core and elective classes. Core teachers focus upon lit[
skills as identified by the school FCAT and diagnostic data, additionally elective teachers integrate use of non-
informational text, focusing strategies upon main idea, vocabulary development and use of contextual skills.
Professional development training for all teachers in the area of literacy development have been ongoing and
inclusive of pre and post summer professional development training in the following areas:
-Differentiated Instruction
-Use of arts integration in the classroom
-STEM
-AVID
-Florida Common Core

-Marzano's High Yield Strategies
-Teachers College Reading and Writing Program (Columbia University)
-Literacy Training of Social Studies Teachers
-Building upon the connection between reading and writing; social studies teachers incorporate writing

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

To encourage positive working relationships among faculty members our school establishes collaboration starting preschool activities and at the first faculty meeting of the academic year. Thereafter, at each succeeding Faculty Meeting, there is time set aside especially for collaboration among groups, across the curriculum, and across the levels, as needed.
The collaboration activities are ongoing throughout the year with each Professional Development Day, including days and full days.
Departmental Teams and Learning Teams meet on a regular basis to share, collaborate, review data, and drive school curriculum forward as needed.
Teachers have a "Buddy" classroom if they need support or assistance, such as sending a student (with academic activity along) who needs to have some quiet time to regroup, for example. New teachers have a mentoring program with administration and a seasoned mentoring faculty member. The school upholds a single school culture, spearheaded by the Positive Behavior Support initiative, where responsibilities and protocol are clarified to assure smooth daily interaction among faculty and the school community in general. One of the most effective strategies school utilizes to encourage positive working relationships between teachers is the Social Contract. All faculty members formulate the social contract, with input from each individual and team. A composite document is then created where each faculty member, including the administration team, personally signs the agreement. The Social Contract is prominently displayed in the Teachers' Mail Room, where it is seen daily.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruit/retain-opportunity to work at an IB school, school offers diversity of many cultures, opportunities to earn additional salary through tutorial and club supplements, friendly and positive work environment, opportunity for leadership roles.
-Retain- through professional development opportunities(IB, Avid, Marzano, and new Florida Standards), mentor activities including pairing of teachers with mentors who are clinical Ed. Certified.
-House Meetings (Monthly) - Assistant Principals.
-New Teacher Center (NTC) - -NTC Representatives and Assistant Principals.
-Development of teachers through LTM Meetings - Assistant Principals.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentor activities

New Teachers and their Mentors will follow the 2015-2016 School District of Palm Beach County's formal program support for newly hired educators, Educator Support Program (ESP) and New Teacher Center (NTC). Additionally mentors, department leaders, and administration will use Curriculum Frameworks, Marzano Evaluation System, and other instructional tools to support the new teacher plan.
August -Pair New Teachers with Mentors -Share important information regarding fire drills, referrals, attendance procedures, instructional duties, inclusion and differentiating curriculum, unit planning, and policies and procedures.
September - -Review August list -Provide training in EDW and IB Unit Planning -Set collaborative goals with mentor and department leaders -Review Marzano Evaluation System -Explain RTI, voice-mail, Edline, Parent/Team conference protocol.
October -Review August and September activities -Preview professional development opportunities

-Review New Teachers gradebook and record keeping systems. Revisit the Instructional Frameworks and pacing guides -Go over EDW, SRI, and SAL-P reports for opportunities to scaffold instruction. Go over the end of the grading period procedures.

November -. Federal, state, and local services and programs will be coordinated and integrated to assist student Our school collaborates with the district's department to provide services for Migrant students and Homeless Stu and their families. The School Based Team will collaborate with the Department of Children and Family Services home visits are indicated. Our school utilizes the services of community agencies including: Children's Home So Multilingual Community Mental Health Center, Multicultural Psychotherapy Center, Hospice of Palm Beach, and Services Bureau.

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Our school coordinates services through grant monies from the PEW Grant, collaborating with Palm Beach Atlan University. The collaboration project embodies the STEM (Science, Technology, Engineering, and Math) initiative engages students in hands- on interactive science curriculum. The collaboration also brings in the community for events such as Family Science and Math Night.

Our school embraces the district's nutrition program with its emphasis on making healthy food choices.

January-June -Review August- November activities. Review blackout dates and DA initiatives. Review all assess data and plan implicit instruction. Go over the end of the grading period and EOY procedures.

Review textbook collection and obligation procedures.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida' standards

The school uses the Florida Continuous Improvement Model (FCIM) whereby student learning is assessed at regular intervals to improve academic achievement. Differentiated instruction then takes place once the data i disaggregated. Thus, students who have achieved mastery, move to enrichment, and those who have not (according to the data), are then remediated using various high-yielding teaching practices (based on the Rob Marzano Model). Reading is infused across the curriculum while IB and AVID practices are embedded in both teacher instruction and student-centered learning. All instruction is aligned to the New Florida Standards and i to the highest standard of rigor. The school's teaching practices and philosophy includes the following:
1. Explicit comprehension instruction, which is instruction in the strategies
and processes that proficient readers use to understand what they read, including
summarizing, keeping track of one's own understanding, and a host of other
practices such as Cornell note taking and other WICOR strategies common to AVID.
2. Effective instructional principles embedded in content, including language arts
teachers using content-area texts and content-area teachers providing instruction
and practice in reading and writing skills specific to their subject area.
3. Motivation and self-directed learning, which includes building motivation to
read and learn and providing students with the instruction and supports needed for
independent learning tasks they will face after graduation.
4. Text-based collaborative learning, which involves students interacting with one
another around a variety of texts.
5. Strategic tutoring, which provides students with intense individualized reading,
writing, and content instruction.
6. Diverse texts, which are texts at a variety of difficulty levels and on a variety of
topics.
7. Intensive writing, including instruction connected to the kinds of writing tasks
students will have to perform well in high school and beyond.
8. A technology component, which includes technology as a tool for and a topic of

literacy instruction.
9. Ongoing formative assessment of students, which is informal, often daily
assessment of how students are progressing under current instructional practices.
10. Extended time for literacy, which includes approximately two to four hours of
literacy instruction and practice in language arts and content-area classes.
11. Professional development that is both long term and ongoing.
12. Ongoing summative assessment of students and programs, which is more
formal and provides data that are reported for accountability and instructional purposes.
13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss
students and align instruction.
14. Leadership, which can come from principals and teachers who have a solid
understanding of how to teach reading and writing to the fully array of students
present in schools.
15. A comprehensive and coordinated literacy program, which is interdisciplinary
and interdepartmental.
The school builds positive relationships with families to increase involvement by ongoing communication via
automated phone calls, invitation flyers, informational flyers, marquee announcements, Edline postings, sandw
boards at the car drive lane, and our newsletter. Parents are invited to several major events to introduce them
school procedures, academics, and faculty. These events include New Students and New Families Orientatio
International Baccalaureate Orientation, AVID Open House, plus Open House for the entire school community
Parents are invited to participate in the SAC meetings and the PTO meetings. Parents are encouraged to volu
Parents are invited to Family Literacy Nights and Math and Science Nights.
There is a Fine Arts Night at the Winter Performance event, plus we have a World's Fair Expo. The school als
offers a Fall Festival for families.
The PIP does contain the family activities and events that promote parental involvement.
The school's mission and vision are posted on Edline, and in the classrooms. When parents receive informatic
booklets of our choice programs, the vision and mission statements are also listed.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our school ensures that instructional programs and materials are aligned to Florida's standards. All core subje
are driven by a similar pedagogy, namely, using a variety of techniques, materials and strategies to increase s
achievement. Our Science department, for example, uses Science interactive notebooks, WICOR (Writing, In
Collaboration, Organization,Reading) strategies, interactive science labs with inquiry based questions, and the
Pearson Science textbooks.
Teachers meet with coaches to meet the diverse needs of our students, our school provides differentiated
instruction which is data based. Differentiation is met by tailoring units and topics to the students' reading leve
Core Subject teachers in science, for instance, tailor the interactive labs according to the students' math and r
achievement levels and learning styles, ranging from hands-on activities, demonstrations, and group labs. Wh
Learning Team Meetings take place across the curriculum, faculty shares insights, methodologies, and interve
to target any deficiencies reflected by the data. Following inquiry based labs, the science department will frequ
have students write reflective pieces that are based on the lab in order to increase writing skills and technique
These best practices assist students in obtaining proficiency levels on state assessments. Additionally, Connis
Middle School uses Cornell note taking school-wide.
Teachers and administrators collaborate to analyze data to determine student needs and drive instruction.

Provide the following information for each strategy the school uses to increase the amount and qualit learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 14,850

Tutorial and enrichment activities will be provided in English and Spanish during after school, Saturday Tutorials, and teachers planning time.

Strategy Rationale

Students will receive individualized small group instruction based on their student data in an extended scho day setting.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Otero, Oscar, oscar.otero@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Review and analyze FCIM assessments, Diagnostices, PB Pferformance Assessments.

Strategy: Extended School Day

Minutes added to school year: 13,440

Tutorial and enrichment activities will be provided in English and Spanish during the summer.

Strategy Rationale

Students will receive individualized small group instruction based on their student data in the summer time.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
oscar.otero@palmbeachschools.org, jeanette, jeanette.gonzalez@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Review and analyze FCIM assessments, Diagnostices, PB Pferformance Assessments.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school supports students in the transition to high school by having choice program assemblies with representatives from each high school offering information. Additionally, the school invites students and paren the District Level showcase of schools held at the fairgrounds.

The guidance department guides individual classes in preparing their high school class schedules. Additionall select high school guidance counselors visit the campus here to assist with filling out the class schedules for a students heading into high school. Students and parents are given information regarding choice programs and admissions requirements in advance, so students may prepare academically for course prerequisites at the hi school level.

School provides an orientation for parents for the IB (International Baccalaureate) program, and the Dual Lang program whereby academic expectations are clearly defined. There is an IB director on campus with the sole acting as a liaison for students and parents to provide support for the rigors of the IB program.

For incoming 6th graders our school offers an academic summer camp, encompassing essential academic sk and procedures designed to ensure success at the middle school level. The school offers a special orientation evening for students and families new to the school apart from the OPEN HOUSE event.Guidance counselors the feeder elementary schools to present information about our school and its programs and to help students formulate their schedules as well. At the start of the year our school holds grade level assemblies to establish connection between the school and the students, familiarizing them with the rules, procedures, opportunities, expectations for the year. Our school also posts all pertinent links on the school website via Edline. The Princi provides a principal letter to all parents at each newsletter, highlighting the most relevant requirements and expectations along with what the school has to offer, plus contact information.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school uses several strategies to cultivate college and career awareness. We have the choice fair at scho where high schools with choice programs explain their curriculum. Our AVID program is specifically designed prepare all students for a college path and includes college campus visits. The AVID pedagogy and ideology, the strategies are utilized schoolwide. We have a business course and a technology course specifically geare prepare students for future participation in the global economy. The IB program, used schoolwide, emphasize global awareness and academic preparedness for success at the post secondary level. Our business partners with the Palm Beach Atlantic University entails close collaboration including science curriculum implementatio engaging students for future career choices.

Identify the career and technical education programs available to students and industry certifications may be earned through those respective programs

Conniston Middle School is an IB school which incorporates the IB mission statement into all classes.
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging program international education and rigorous assessment. These programs encourage students across the world to be active, compassionate and lifelong learners who understand that other people, with
their differences, can also be right.

Describe efforts the school has taken to integrate career and technical education with academic cours (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annu analysis of the *High School Feedback Report*, as required by section 1008.37(4), Florida Statutes

-School based team review and provide assistance to specific students as needed
-Counselors conduct classroom guidance and individual counseling sessions with students

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situatio awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can he registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Conniston Middle School creates a school-wide culture of data based decision making and problem solving to meet the needs of all students, then established targets will be met.

G2.   If teachers will effectively collaborate and plan to create rigorous, standards based instruction for all students that is strategically aligned to Language Arts, ELA, Mathematics Florida Standards, EOC's, and Science FCAT 2.0 than all students will increase proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Conniston Middle School creates a school-wide culture of data based decision making and problem solving to the needs of all students, then established targets will be met. [1a]

Targets Supported [1b]

Indicator	Annual Target
Math Lowest 25% Gains	20.0
ELA/Reading Lowest 25% Gains	42.0

Resources Available to Support the Goal [2]

- Area 5 Specialist
- Educational Data Warehouse
- Data/3 Ring Binders
- School Based Team Meeting
- Common Planning/Learning Team Meetings
- Diagnostic Data
- Assistant Principals
- Performance Matters
- Read 180

Targeted Barriers to Achieving the Goal [3]

- English is not the primary language spoken at home.
- Students begin middle school lacking necessary academic concept skills.

Plan to Monitor Progress Toward G1. [8]

A review of the data in a timely manner, using formative assessment, will constitute the means by which to monit progress.

Person Responsible
Fred Gorrell

Schedule
Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion
Looking at the data for individual students, classroom, and grade levels will indicate progress toward the g reaching academic proficiency.

G2. If teachers will effectively collaborate and plan to create rigorous, standards based instruction for all students tha strategically aligned to Language Arts, ELA, Mathematics Florida Standards, EOC's, and Science FCAT 2.0 than all students will increase proficiency. 1a

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	63.0
Math Gains	67.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0
ELA/Reading Gains	66.0
ELA/Reading Lowest 25% Gains	63.0
FAA Writing Proficiency	65.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Content Area Specials (Area and Transformation)
- Principal and Assistant Principals
- Learning Village/Ancillarty Materials
- Master Board/Block scheduling for extended planning
- Adequate number of personnel (no vacancies)
- Technology computer labs for core programs
- Funding for extended planning outside of school
- Extended Day Tutoring through our after-school program

Targeted Barriers to Achieving the Goal 3

- Teacher experience and willingness to effectively common plan
- New Instructional core programs

Plan to Monitor Progress Toward G2. 8

- Review of lesson plans by administration to ensure lessons are aligned to standards and have rigor.
- Use of I-Observation to monitor teacher effectiveness.
- Teach classroom walkthroughs to ensure effectiveness of implementation.

Person Responsible
Doris Younce

Schedule
Weekly, from 9/14/2015 to 5/31/2016

Evidence of Completion
-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR -Review rigor of assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necess implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strateg

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

1 = Problem Solving Step

🔑 S123456 = Quick Key

G1. If Conniston Middle School creates a school-wide culture of data based decision making and problem solving to me needs of all students, then established targets will be met. 1

🔑 G

G1.B1 English is not the primary language spoken at home. 2

🔑 B

G1.B1.S1 Build reading vocabulary and comprehension skills across the content areas, aligned with the FSA (Fl Standards Assessments). 4

🔑 S

Strategy Rationale

Our students are arrive on campus and are not equipped with the necessary literacy and academic concep

Action Step 1 5

Provide extended learning opportunities for after school, summer, and Saturdays targeting the lowest 25% offering enrichment to IB students using Avid and IB strategies in Reading, Writing, Math, and Science.

Person Responsible

Don Inscoe

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Students and teachers sign in sheets, lesson plans, schedules and class rosters.

Action Step 2 5

Provide parent training and improve parent communication in order to build parent capacity. Trainings will f
on strategies to assist parents with helping their students in reading. Child care will be offered.

Person Responsible

Magda Dominique

Schedule

Monthly, from 8/17/2015 to 5/30/2016

Evidence of Completion

Sign in sheets and evaluations.

Action Step 3 5

Students will utilize technology for project based learning and practice vocabulary and comprehension skill
online programs in all content areas.

Person Responsible

Oscar Otero

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Observation notes, chat notes, documentation and lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will have monthly meeting with lead tutor to ensure fidelity of tutorial and conduct walkthroug

Person Responsible

Michael Vennett

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

De-briefing notes from monthly meetings, review tutorials/documentation, review notes from walkthro

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will monitor family involvement documentation, debrief with contact, conduct observations o
trainings and approve parent communications

Person Responsible

Fred Gorrell

Schedule

Monthly, from 9/7/2015 to 5/31/2016

Evidence of Completion

De-briefing notes, observation notes, approval of communication.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will conduct observation, teacher chats, and review lesson plans.

Person Responsible

Michael Vennett

Schedule

Monthly, from 9/28/2015 to 5/30/2016

Evidence of Completion

Observation notes, chat notes, documentation and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student work will be monitored and assessed to determine the effectiveness of implementation of the strat
The work will include writing pieces and evaluations generated by the data manager of Read180, along wit
student products.

Person Responsible

Jennifer Magrath

Schedule

Every 2 Months, from 10/5/2015 to 5/31/2016

Evidence of Completion

Read 180 reports and student assessment reviews.

G1.B2 Students begin middle school lacking necessary academic concept skills. [2]

G1.B2.S1 Build math computation and application skills in general math, algebra and geometry courses. This wil
aligned with the FSA. [4]

Strategy Rationale

Provide basic foundational skills to students.

Action Step 1 [5]

Avid tutors will provide extended learning opportunities through Avid strategies which include WICOR and
Notes.

Person Responsible

Oscar Otero

Schedule

Biweekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Student generated work, student and staff sign in sheets, lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Each classroom has computer access. The use of technology in the classroom reflects the fidelity of using
strategy. The infusion of technology will enhance the core curriculum derived from traditional textbooks and
printed resources.

Person Responsible

Oscar Otero

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Teacher lesson plans reflect the use of technology in the classroom as an ongoing resource that is c
and relevant to student cognitive needs and as a tool that promotes student engagement. Lesson pla
reviewed continually and teachers follow the Marzano framework of meaningfully engaging students
Teachers and administration monitor fidelity of instruction.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Student academic performance will indicate the effectiveness of infusing technology into the core curriculu
Data is based on classroom evaluations, progress reports, and report cards. Teachers have data chats wit
students so they may take ownership of their learning. Student feedback is also one of the indicators of the
strategy's effectiveness.

Person Responsible

Oscar Otero

Schedule

On 5/31/2016

Evidence of Completion

Student achievement levels and progress towards proficiency levels on various assessment tools wil
indicate the reduction of the lack of academic skills barrier.

G2. If teachers will effectively collaborate and plan to create rigorous, standards based instruction for all students that is strategically aligned to Language Arts, ELA, Mathematics Florida Standards, EOC's, and Science FCAT 2.0 than all stu will increase proficiency. 1

G2.B1 Teacher experience and willingness to effectively common plan 2

G2.B1.S1 Creating block scheduling and making each period 90 minutes long which enables team leaders to collaborate and plan. 4

Strategy Rationale

The exetended common planning time will allow teachers and support to structure common planning time i manner that is productive to creating effective lesson plans.

Action Step 1 5

Literacy coach will analyze data that will be used to drive instruction, model lessons for teachers, and facili professional development for staff. Master Board will be created by administration to allow for a block schedule,common planning, LTM, and department meetings for each subject and grade level.

Person Responsible

Oscar Otero

Schedule

Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion

Coaches log, LTM minutes, and agendas. Master board schedule, common planning schedule, comm planning logs.

Action Step 2 5

LTF will provide PD to build the capacity of teachers to deliver rigorous data driven instruction.

Person Responsible

jeanette oscar.otero@palmbeachschools.org

Schedule

On 5/31/2016

Evidence of Completion

Lesson plans and finished student projects.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Teachers can be observed effectively common planning for an extended amount of time on a daily basis.

Person Responsible

Oscar Otero

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/P
Conferences -Evidence of WICOR -Review rigor of assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Teachers can be observed effectively common planning for an extended amount of time on a daily basis.

Person Responsible

Michael Vennett

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/P
Conferences -Evidence of WICOR -Review rigor of assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Teachers can be observed effectively common planning for an extended amount of time on a daily basis.

Person Responsible

Derwin Gatlin

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/P
Conferences -Evidence of WICOR -Review rigor of assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Teachers can be observed effectively common planning for an extended amount of time on a daily basis

Person Responsible

Doris Younce

Schedule

Daily, from 8/17/2015 to 5/31/2016

Evidence of Completion

-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/P
Conferences -Evidence of WICOR -Review rigor of assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

- Review of lesson plans by administration to ensure lessons are aligned to standards and have rigor.
- Use of I-Observation to monitor teacher effectiveness.
- Teach classroom walkthroughs to ensure effectiveness of implementation.

Person Responsible

Oscar Otero

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/P
Conferences -Evidence of WICOR -Review rigor of assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

- Review of lesson plans by administration to ensure lessons are aligned to standards and have rigor.
- Use of I-Observation to monitor teacher effectiveness.
- Teach classroom walkthroughs to ensure effectiveness of implementation.

Person Responsible

Michael Vennett

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/P Conferences -Evidence of WICOR -Review rigor of assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

- Review of lesson plans by administration to ensure lessons are aligned to standards and have rigor.
- Use of I-Observation to monitor teacher effectiveness.
- Teach classroom walkthroughs to ensure effectiveness of implementation.

Person Responsible

Doris Younce

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/P Conferences -Evidence of WICOR -Review rigor of assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

- Review of lesson plans by administration to ensure lessons are aligned to standards and have rigor.
- Use of I-Observation to monitor teacher effectiveness.
- Teach classroom walkthroughs to ensure effectiveness of implementation.

Person Responsible

Derwin Gatlin

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/P
Conferences -Evidence of WICOR -Review rigor of assessments

G2.B3 New Instructional core programs `2`

G2.B3.S1 Build reading vocabulary and comprehension skills across the 7th grade social studies curriculum, alig
with the FSA. `4`

Strategy Rationale

Align instruction across the curricula to meet the needs of the new Florida Standards.

Action Step 1 `5`

7th grade textbooks: Gateway to American Government: The Bridge to Success on Florida's Civics Test

Person Responsible

Oscar Otero

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/P
Conferences -Evidence of WICOR -Review rigor of assessments

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration will have bi-monthly meetings with the Social Studies department to ensure fidelity of close reading and conduct walkthroughs.

Person Responsible

Doris Younce

Schedule

Weekly, from 9/14/2015 to 5/31/2016

Evidence of Completion

-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/P
Conferences -Evidence of WICOR -Review rigor of assessments

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student work will be monitored and assessed to determine the effectiveness of using the textbook. The wo
include close reading strategies, bi-monthly assessments, and other student products.

Person Responsible

Doris Younce

Schedule

Weekly, from 9/14/2015 to 5/31/2016

Evidence of Completion

-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/P
Conferences -Evidence of WICOR -Review rigor of assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due D D
G1.B1.S1.A1	Provide extended learning opportunities for after school, summer, and Saturdays targeting the lowest 25% and offering enrichment to IB students using Avid and IB strategies in Reading, Writing, Math, and Science.	Inscoe, Don	8/17/2015	Students and teachers sign in sheets, lesson plans, schedules and class rosters.	6/2 biw
G1.B2.S1.A1	Avid tutors will provide extended learning opportunities through Avid strategies which include WICOR and Cornell Notes.	Otero, Oscar	8/24/2015	Student generated work, student and staff sign in sheets, lesson plans.	5/31 biw

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due D D
G2.B1.S1.A1	Literacy coach will analyze data that will be used to drive instruction, model lessons for teachers, and facilitates professional development for staff. Master Board will be created by administration to allow for a block schedule,common planning, LTM, and department meetings for each subject and grade level.	Otero, Oscar	9/1/2015	Coaches log, LTM minutes, and agendas. Master board schedule, common planning schedule, common planning logs.	5/31 d
G2.B3.S1.A1	7th grade textbooks: Gateway to American Government: The Bridge to Success on Florida's Civics Test	Otero, Oscar	9/1/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans -Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR -Review rigor of assessments	5/31 we
G1.B1.S1.A2	Provide parent training and improve parent communication in order to build parent capacity. Trainings will focus on strategies to assist parents with helping their students in reading. Child care will be offered.	Dominique, Magda	8/17/2015	Sign in sheets and evaluations.	5/30 mo
G2.B1.S1.A2	LTF will provide PD to build the capacity of teachers to deliver rigorous data driven instruction.	oscar.otero@palmbeachschools.org, jeanette	9/1/2015	Lesson plans and finished student projects.	5/31 one
G1.B1.S1.A3	Students will utilize technology for project based learning and practice vocabulary and comprehension skills using online programs in all content areas.	Otero, Oscar	8/17/2015	Observation notes, chat notes, documentation and lesson plans.	6/2 d
G1.MA1	A review of the data in a timely manner, using formative assessment, will constitute the means by which to monitor progress.	Gorrell, Fred	8/24/2015	Looking at the data for individual students, classroom, and grade levels will indicate progress toward the goal of reaching academic proficiency.	5/31 we
G1.B1.S1.MA1	Student work will be monitored and assessed to determine the effectiveness of implementation of the strategy. The work will include writing pieces and evaluations generated by the data manager of Read180, along with other student products.	Magrath, Jennifer	10/5/2015	Read 180 reports and student assessment reviews.	5/31 every-2
G1.B1.S1.MA1	Administration will have monthly meeting with lead tutor to ensure fidelity of tutorial and conduct walkthroughs.	Vennett, Michael	9/14/2015	De-briefing notes from monthly meetings, review tutorials/ documentation, review notes from walkthroughs.	5/27 mo
G1.B1.S1.MA3	Administration will monitor family involvement documentation, debrief with contact, conduct observations of trainings and approve parent communications	Gorrell, Fred	9/7/2015	De-briefing notes, observation notes, approval of communication.	5/31 mo
G1.B1.S1.MA4	Administration will conduct observation, teacher chats, and review lesson plans.	Vennett, Michael	9/28/2015	Observation notes, chat notes, documentation and lesson plans.	5/30 mo
G1.B2.S1.MA1	Student academic performance will indicate the effectiveness of infusing technology into the core curriculum. Data is based on classroom evaluations, progress reports, and report cards. Teachers have data chats with the students so they may take ownership of their learning. Student feedback is also one of the indicators of the strategy's effectiveness.	Otero, Oscar	8/24/2015	Student achievement levels and progress towards proficiency levels on various assessment tools will indicate the reduction of the lack of academic skills barrier.	5/31 one

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due D D
G1.B2.S1.MA1	Each classroom has computer access. The use of technology in the classroom reflects the fidelity of using this strategy. The infusion of technology will enhance the core curriculum derived from traditional textbooks and printed resources.	Otero, Oscar	8/24/2015	Teacher lesson plans reflect the use of technology in the classroom as an ongoing resource that is current and relevant to student cognitive needs and as a tool that promotes student engagement. Lesson plans are reviewed continually and teachers follow the Marzano framework of meaningfully engaging students. Teachers and administration monitor fidelity of instruction.	5/31 we
G2.MA1	- Review of lesson plans by administration to ensure lessons are aligned to standards and have rigor. - Use of I-Observation to monitor teacher effectiveness. - Teach classroom walkthroughs to ensure effectiveness of implementation.	Younce, Doris	9/14/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans - Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR - Review rigor of assessments	5/31 we
G2.B1.S1.MA1	- Review of lesson plans by administration to ensure lessons are aligned to standards and have rigor. - Use of I-Observation to monitor teacher effectiveness. - Teach classroom walkthroughs to ensure effectiveness of implementation.	Otero, Oscar	8/24/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans - Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR - Review rigor of assessments	5/31 we
G2.B1.S1.MA6	- Review of lesson plans by administration to ensure lessons are aligned to standards and have rigor. - Use of I-Observation to monitor teacher effectiveness. - Teach classroom walkthroughs to ensure effectiveness of implementation.	Vennett, Michael	8/24/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans - Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR - Review rigor of assessments	5/31 we
G2.B1.S1.MA7	- Review of lesson plans by administration to ensure lessons are aligned to standards and have rigor. - Use of I-Observation to monitor teacher effectiveness. - Teach classroom walkthroughs to ensure effectiveness of implementation.	Younce, Doris	8/24/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans - Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR - Review rigor of assessments	5/31 we
G2.B1.S1.MA8	- Review of lesson plans by administration to ensure lessons are aligned to standards and have rigor. - Use of I-Observation to monitor teacher effectiveness. - Teach classroom walkthroughs to ensure effectiveness of implementation.	Gatlin, Derwin	8/24/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans - Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR - Review rigor of assessments	5/31 we
G2.B1.S1.MA1	Teachers can be observed effectively common planning for an extended amount of time on a daily basis.	Otero, Oscar	8/24/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans - Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR - Review rigor of assessments	5/31 d
G2.B1.S1.MA2	Teachers can be observed effectively common planning for an extended amount of time on a daily basis.	Vennett, Michael	8/24/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans - Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR - Review rigor of assessments	5/31 d
G2.B1.S1.MA3	Teachers can be observed effectively common planning for an extended amount of time on a daily basis.	Gatlin, Derwin	8/24/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans - Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR - Review rigor of assessments	5/31 d
G2.B1.S1.MA4	Teachers can be observed effectively common planning for an extended amount of time on a daily basis	Younce, Doris	8/17/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans - Review IB Unit Plans -Pre/Post	5/31 d

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due D D
				Conferences -Evidence of WICOR - Review rigor of assessments	
G2.B3.S1.MA1	Student work will be monitored and assessed to determine the effectiveness of using the textbook. The work will include close reading strategies, bi-monthly assessments, and other student products.	Younce, Doris	9/14/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans - Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR - Review rigor of assessments	5/31 we
G2.B3.S1.MA1	Administration will have bi-monthly meetings with the Social Studies department to ensure fidelity of close reading and conduct walkthroughs.	Younce, Doris	9/14/2015	-Classroom observations -In-house Cadre visits -Review Lesson Plans - Review IB Unit Plans -Pre/Post Conferences -Evidence of WICOR - Review rigor of assessments	5/31 we

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If teachers will effectively collaborate and plan to create rigorous, standards based instruction for all students that is strategically aligned to Language Arts, ELA, Mathematics Florida Standards, EOC's, and Science FCAT 2.0 than all students will increase proficiency.

G2.B1 Teacher experience and willingness to effectively common plan

G2.B1.S1 Creating block scheduling and making each period 90 minutes long which enables team leaders to collaborate and plan.

PD Opportunity 1

Literacy coach will analyze data that will be used to drive instruction, model lessons for teachers, and facilitate professional development for staff. Master Board will be created by administration to allow for a block schedule,common planning, LTM, and department meetings for each subject and grade level.

Facilitator

Jennifer Singer

Participants

Faculty

Schedule

Daily, from 9/1/2015 to 5/31/2016

PD Opportunity 2

LTF will provide PD to build the capacity of teachers to deliver rigorous data driven instruction.

Facilitator

Frederick Gorrell

Participants

Faculty

Schedule

On 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide extended learning opportunities for after school, summer, and Saturdays targeting the lowest 25% and offering enrichment to IB students using Avid and IB strategies in Reading, Writing, Math, and Science.				$36
	Function	Object	Budget Focus	Funding Source	FTE	2015-
			0541 - Conniston Middle School	Title I Part A		$5
			Notes: Tutorial supplies including ink, toner, paper, writing supplies, folders, binders, composit notebooks and related project materials.			
			0541 - Conniston Middle School	Title I Part A		$31
			Notes: HQ tutors, salary and benefits.			
2	G1.B1.S1.A2	Provide parent training and improve parent communication in order to build parent capacity. Trainings will focus on strategies to assist parents with helping their students in reading. Child care will be offered.				$7
	Function	Object	Budget Focus	Funding Source	FTE	2015-
			0541 - Conniston Middle School	Title I Part A		$2
			Notes: Consultant-authors to meet with parents(students invited) to talk about reading strategi inspire parents to engage in reading.			
			0541 - Conniston Middle School	Title I Part A		$2
			Notes: Part-time in system			
			0541 - Conniston Middle School	Title I Part A		$1
			Notes: Postage for parent communication.			
			0541 - Conniston Middle School	Title I Part A		$2
			Notes: Supplies for parent trainings (markers, ink, toner, folders, paper, binders, refreshments paper, hole punchers)			
3	G1.B1.S1.A3	Students will utilize technology for project based learning and practice vocabulary and comprehension skills using online programs in all content areas.				$43
	Function	Object	Budget Focus	Funding Source	FTE	2015-
			0541 - Conniston Middle School	Title I Part A		$22
			Notes: Approximately 30 laptops			
			0541 - Conniston Middle School	Title I Part A		$5
			Notes: 1 laptop charging carts.			
			0541 - Conniston Middle School	Title I Part A		$10
			Notes: Classroom printers for project based learning.			
			0541 - Conniston Middle School	Title I Part A		$2
			Notes: Science, Language Arts, and Social Studies in class magazines.			

Budget Data

			0541 - Conniston Middle School	Title I Part A		$1	

Notes: 6 Microscopes that will enhance the curriculum in Earth science/history of Earth/Chang time, Air, Land, and Water, Genetics, and Nature of Science.

			0541 - Conniston Middle School	Title I Part A		$1

Notes: Purchase Apps for iPads that will be utilized in TV Production

4	G1.B2.S1.A1	Avid tutors will provide extended learning opportunities through Avid strategies which include WICOR and Cornell Notes.				$60

	Function	Object	Budget Focus	Funding Source	FTE	2015-
			0541 - Conniston Middle School	Title I Part A		$12

Notes: AVID tutors with benefits.

			0541 - Conniston Middle School	Title I Part A		$5

Notes: Substitutes for teacher release time to attend professional development.

			0541 - Conniston Middle School	Title I Part A		$16

Notes: Summer Institute Pathway. Professional staff development of IB and Avid foundations with the new Florida standards.

			0541 - Conniston Middle School	Title I Part A		$2

Notes: Online subscription plus software license for Avid, to be used for Staff development.

			0541 - Conniston Middle School	Title I Part A		$

Notes: Benefits for substitues

			0541 - Conniston Middle School	Title I Part A		$24

Notes: Classroom supplies to support our Avid and IB curriculum and infuse hands on learning ink, toner, markers, folders, pencil boxes, bags, backpacks, construction paper, composition b chart poster paper, classroom libraries, science lab materials, calculators, highlighters, folders manipulatives, hole punchers)

5	G2.B1.S1.A1	Literacy coach will analyze data that will be used to drive instruction, model lessons for teachers, and facilitates professional development for staff. Master Board will be created by administration to allow for a block schedule,common planning, LTM, and department meetings for each subject and grade level.				$84

	Function	Object	Budget Focus	Funding Source	FTE	2015-
			0541 - Conniston Middle School	Title I Part A	1.0	$71

Notes: Salary and benefits for literacy coach

			0541 - Conniston Middle School	Title I Part A		$4

Notes: Substitute for teacher release time to attend professional development in Science, Rea and Math

			0541 - Conniston Middle School	Title I Part A		$3

Notes: Travel in county including registrations. FCTM travel and registration

			0541 - Conniston Middle School	Title I Part A		

Notes: Registration for 10th annual Language and Culture Conference at the Palm Beach Cou Convention Center.

			0541 - Conniston Middle School	Title I Part A		$1

Budget Data

			Notes: Staff development supplies(allocating for Writing) such as paper, notebooks, index card pencils, ink, sharpeners, composition books, highlighters, chart paper, colored pencils, etc.				
			0541 - Conniston Middle School	Title I Part A			$2
			Notes: Travel out of county				
6	G2.B1.S1.A2	**LTF will provide PD to build the capacity of teachers to deliver rigorous data driven instruction.**					**$66**
	Function	Object	Budget Focus	Funding Source	FTE	2015-	
			0541 - Conniston Middle School	Title I Part A			$1
			Notes: Staff Develop supplies including paper, markers, toner, folders, chart posters, highlight hole punchers.				
			0541 - Conniston Middle School	Title I Part A	1.0		$65
			Notes: salary and benefits				
7	G2.B3.S1.A1	**7th grade textbooks: Gateway to American Government: The Bridge to Success on Florida's Civics Test**					**$6**
	Function	Object	Budget Focus	Funding Source	FTE	2015-	
			0541 - Conniston Middle School	Title I Part A			$6
			Notes: Textbook: Gateway to American Government: The Bridge to Success on Florida's Civic totally aligned with Florida's Grade 7 Civics and Government Standards and Benchmarks. Its questions mirror the released questions on the Florida Department of Education's Test Items Specification guide.				
			0541 - Conniston Middle School	Title I Part A			
			Notes: Registration for FAU Learn Green Conference.				
						Total:	$304