

Conniston Middle School



2016-17 Schoolwide Improvement Plan

Conniston Middle School

3630 PARKER AVE, West Palm Beach, FL 33405

<https://cntm.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	C	C

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Conniston Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Conniston Middle School envisions a dynamic, collaborative multi-cultural community where education and life-long learning are valued and supported and all learners reach their highest potential to succeed in the global economy.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

- Our Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. The teachers at Conniston Middle School build relationships with students and learn about their culture through engaging lessons and supporting extra-curricular student activities such as sports, concerts, and academic competitions. The Restorative Justice Program allows teachers to work with groups of students to create conflict resolutions. Teachers at CMS incorporate relationship-building activities into their lessons through the first week of school and continue to build on those relationships throughout the year. Several staff members sponsor after-school clubs which provide them with opportunities to help grow students in a less formal atmosphere.
- Teachers attend weekly PLCs where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend weekly collegial planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth.
- Our school integrates single school culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. The school updates action plans during leadership and grade level team meetings. The school integrates single school culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.
- Our guidance counselors implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers. Brainstorm with faculty members methods

we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

•Conniston Middle is an IB (international baccalaureate) school, where global awareness and multicultural appreciation is a pillar of our school community. 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:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans
- (f) Declaration of Independence
- (g) Constitution of the United States and the Bill of Rights
- (h) Federalist papers: Republican form of government
- (i) Flag education
- (j) Civil government: functions and interrelationships
- (k) History of the United States
- (l) Principles of Agriculture
- (m) Effects of alcohol and narcotics
- (n) Kindness to animals
- (o) Florida history
- (p) Conservation of natural resources
- (q) Health education
- (r) Free enterprise
- (s) 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.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

•All members of the Conniston Middle School team are committed to keeping students safe. Detailed monitoring plans are in place for before, during, and after school to ensure proper supervision. CMS has a full-time School Resource Officer on campus during school hours. The faculty and staff adhere to our published SwPBS plan constructed by faculty and staff. Student issues that arise are addressed in a timely manner by the proper support personnel. Each student is respected and valued as a participant in the resolution of the issue. Many teachers provide academic assistance for students before and after school.

•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources.

•Create or enhance a college-going culture through the implementation of AVID program.

•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic

settings and giving them instruction for reporting violations to appropriate supervisors;

- We hold annual student gender assemblies where students are made aware of our zero tolerance for bullying and for any manner of physical or emotional aggression. Students are given a hotline for calling in incidents of bullying. The hotline number is sent home with students in our monthly newsletters.

- Each grade level has its own Guidance Counselor and students are encouraged to reach out to the guidance staff or administration. Each Grade level administrator interacts with the student body at their assigned lunch period, a time to get to know 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 school officer is especially visible in creating connections with students.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

- The school uses a people 1st language
- All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school
- All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students 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.

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- SwPBS team reviews classroom data to ensure students are engaged while in class.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback.
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. 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.

- Operational school based team that meets weekly to discuss students with barriers to academic and social success.
- Mentors assigned to students identified with SEL concerns.
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (MSUSA and DATA).
- Develop and implement a comprehensive school counseling program (Student Development Plan)

with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

- Utilize existing data systems to identify students who have attendance, behavioral or academic concerns.
- Create data decision rules for number of absences or OSS for referrals to SBT.
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). Utilize existing data systems to identify students who have attendance, behavioral or academic concerns.
- 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 (MSCR), 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	4	1	5	0	0	0	0	10
One or more suspensions	0	0	0	0	0	0	24	35	42	0	0	0	0	101
Course failure in ELA or Math	0	0	0	0	0	0	45	116	93	0	0	0	0	254
Level 1 on statewide assessment	0	0	0	0	0	0	170	184	163	0	0	0	0	517

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	44	96	77	0	0	0	0	217	

c. 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 for academic or behavioral concerns.
- Read 180 and Reading Plus.
- iReady Program for Mathematics.
- Planned Discussions. Goal Setting for identified students.
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated 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.
- Level 1 and Level 2 students, starting with the Low 25%, will be targeted for after school tutorial support twice a week per math and reading. Letters will be sent home to parents describing the importance of the tutorials and approving permission for the students to stay on the specified days.
- Students struggling on Mastery of Florida standards will be recommended for tutorial remediation with resource teacher, during after school and Saturday School Strategy Workshops.
- Students will be tracked as well in Language Arts, Math, Science and Civics FSQ and USA assessments.
- Students not demonstrating a cut off level of achievement will also be targeted for after school tutorials.
- Students, who received at least 2 suspensions, have low attendance, or are struggling academically will be recommended for our School Based Team (SBT) intervention program.
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Targeted solution focused counseling (individual and/or group) and parent collaboration/education.
- The following programs are being implemented: AVID, IBMYP, and STEAM.

B. Family and Community Engagement

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

1. 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 child's progress.

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313829>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

- Title I annual meeting.
- Open House Night will ensure parents receive curriculum information, Edline information and school website information.
- Provide parents with quarterly newsletters to maintain school to family connection.
- Teachers are expected to make positive contact with parents each 9 week period.
- Parents are invited to a data awareness night to ensure parents are aware of their student academic status.
- Teachers participate in professional development training to increase positive relationships with parents.
- 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 with school happenings via email communications. Some events where the partners are actively involved entail meetings at the school site with personal relationships being enhanced. Partners are nominated for recognition at the annual District Business and Community Involvement Breakfast.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Otero, Oscar	Principal
Vennett, Michael	Assistant Principal
Gatlin, Derwin	Assistant Principal
Reyes, Michelle	Assistant Principal
Gladwin, Natalia	Instructional Coach
Daniel, Antonine	Instructional Coach
Crespo, Ivelisse	Instructional Coach
Gonzalez, Jeanette	Instructional Coach
Kimbrell, Samuel	Teacher, Career/Technical

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: The principal provides a common vision and direction for Conniston Middle School, placing student success at the forefront. Teacher evaluations and progress monitoring are used to inform the decision-making process. Data-based decision-making is important as the principal oversees curriculum and instruction, ensures the School Improvement Plan is implemented throughout the school year, and that curriculum and instruction align to FSA specifications. These decisions are discussed and evaluated by the school-based leadership team and communicated to the stakeholders.

Assistant Principals: The assistant principals work with staff to identify appropriate research-based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers through observations.

Guidance Counselors: The guidance counselors collaborate on school-wide initiatives to increase student achievement. They provide behavioral support and focus on school-wide PBS to create a culture of respect and positive behavior. Through implementing PBS school-wide, students will know expectations which will increase instructional time in the classroom. The guidance counselors also work closely with the teachers through the Multi-Tiered System of Support (MTSS). The instructional coaches, guidance counselors, and classroom teachers work together to determine appropriate interventions for students.

Instructional Coaches (math and reading): The instructional coaches provide content area support across grade levels. They work with the departments as they plan and deliver standards-based instruction focusing on the cognitive demands of the standards. The coaches model lessons, plan with teams, analyze student achievement data, and support teachers with the alignment of instructional strategies. The coaches are part of the MTSS process as they assist teachers and the team with appropriate interventions. The curriculum resource teacher assists our new teachers through the induction program and supports all teachers in accessing professional development to match their needs in the classroom.

2. 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 student 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 of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team meets quarterly to evaluate staff and responsibilities. This process allows for a more efficient use of our personnel to ensure that all responsibilities on campus are handled by the correct position and team members can effectively cross-train to build capacity on campus.

Instructional materials for core classes are predetermined by the district and the school purchases all necessary resources to operate these programs with fidelity. Supplemental materials for reading or math intervention are researched and purchased based on the needs of our students. Students are placed in intervention classes based on multiple points of data to make sure that they are receiving the instruction that fits their needs.

The School's Leadership Team in conjunction with the School Advisory Council (SAC) and the principal help develop the School Improvement Plan (SIP). The Leadership Team provides data on Tier 1, 2, and 3 targets, identifies academic and social/emotional areas that need to be addressed, helps set clear expectations for instruction (Rigor, Relevance, Relationships), and facilitates the development of a systemic approach to teaching (Essential Questions, activating strategies, teaching strategies, extending, refining, and summarizing) processes and procedures. After a complete and thorough review of the data, the SAC and the leadership team complete the SIP.

Title I part A funds are used to purchase the services of a literacy coach, LTF, AVID tutors and tutorial programs, supplemental materials, staff development, technology, and parent involvement. Additional funds provide supplemental classroom materials and equipment such as rugs, desks, tables, chairs, and bookcases.

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

Title III funds provide support to the services offered to LEP students.

Guidance coordinates with the district migrant department to ensure student needs are met. McKinney-Vento act is followed and parents are informed of resources and support available through the district for identified students. 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 using 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, following 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 appreciation for multicultural diversity through our anti-bullying 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 nights, parent training's, and most campus events offer presentations in the major languages of our community. We have a major culminating event at the end of the year, The World's Fair, which is enormous in scope, and draws nearly a thousand parent and community guests. We feature displays, art, music, and a veritable array of academic reporting and presentations of various countries.

The SBT Meetings - Problem Solving Model (once a week)

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 causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon 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 outcomes for 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Oscar Otero	Principal
Catherine Wiersma	Business/Community
Claudia Kirk Barto	Parent
Luz Zuluaga	Education Support Employee
Magda Dominique	Teacher
Maria Gabrielle Killingsworth	Student
Marie Monge	Parent
Monica Ramos	Parent
Navaeya Martin	Student
Rachelle Mays	Parent
Samantha Denker	Business/Community
Stella Wormus	Parent
Stephanie Killingsworth	Teacher
Tom Keith	Parent
Vanessa Mitcheltree	Parent
Yamilys Tomasino	Parent
Yolanda Duenas	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC conducted an end-of-year assessment of the SIP in May, 2016. Based on the feedback and survey results of members, this year's SIP was revised.

b. Development of this school improvement plan

*The responsibility of the SAC at Conniston is to provide parents, citizens, faculty, staff, and students an opportunity 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 plan. SAC members assist in the preparation of educational goals for every Conniston student.

*School data is reviewed by the School Advisory Council (i.e., SAC) and make updates/revisions to the School Improvement Plan. As updates/revisions are made the SIP Committee presents them to the SAC for any additional feedback or approval. The school will provide minutes and sign-in sheets to document the school performance data for the baseline, midyear, and end-of-year was reviewed with the SAC to guide writing the SIP goal.

c. Preparation of the school's annual budget and plan

N/A - CMS's annual budget and plan will be provided by the state.

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

The projected use of school improvement funds will be decided by Conniston's school advisory council. It should be 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 at Conniston. All money is held in the school improvement account located at Conniston. Auditors may review all expenditures.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Otero, Oscar	Principal
Daniel, Antonine	Instructional Coach
Gladwin, Natalia	Administrative Support
Reyes, Michelle	Assistant Principal
Vennett, Michael	Assistant Principal
Gatlin, Derwin	Assistant Principal
Crespo, Ivelisse	Instructional Coach
Kimbrell, Samuel	Teacher, K-12
Gonzalez, Jeanette	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

*Our LLT consists of a member from each department, a reading coach, a representative from ESOL, a representative from ESE, Single School Culture Coordinator, and all administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, to assess progress towards accomplishing the goals. The team will promote and support literacy in a variety of ways: through literacy nights, professional development, modeling and/or coaching with feedback, developing teacher leaders, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

*The LLT has implemented three school-wide literacy initiatives this school year: close reading w/ annotating text, socratic seminars and Cornell notes.

*The LLT has developed a Reading Skill of the Monthly calendar for all content areas to support the literacy initiative on a daily.

*The LLT collaborates with all department chairs on student data analysis, common planning, and literacy strategies on a bi-weekly basis.

*The LLT will utilize the Reading Plus Program in Language Arts classrooms. Reading Plus is a web-based program that transforms how, what, and why students read. It is the only Common Core

aligned reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation—which are the foundation of success.

*Imagine Learning program is utilized for ELL students (LY) for language acquisition.

*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
- Content Literacy Training

D. Public and Collaborative Teaching

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

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

The master schedule was set up to provide common grade-level planning periods within common subject areas. This schedule allows our content experts to support our new teachers with both content and pedagogical training weekly. Our professional development is modeled after our expectations in the classroom which includes collaboration and interaction among teachers. The administrative team fosters a collegial atmosphere among the staff through the distribution of new research and best practices, accommodates instructional staff with a flexible meeting schedule based upon individual department needs, and builds teacher-leaders through the development of model classrooms.

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

Conniston Middle School welcomes student-teacher interns from our local universities. When interns or a highly qualified teacher interviews for an open teaching position, a committee ensures that the candidates fit our school's needs. Our instructional coach meets with new teachers (new to teaching and new to Conniston Middle School) on a regular basis to provide school-specific training and support. CMS has established a teacher mentoring program through the ESP.

New Teacher Orientation occurs prior to pre-planning with administration, instructional coaches, and teacher mentors. This orientation compliments the Educator Support Program for new teachers. The leadership team also identifies strengths of new teachers and provides growth opportunities in an effort to retain those teachers who are looking to grow professionally.

Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures.

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

All new teachers (new to teaching and new to Conniston Middle School) participate in the Educator Support Program and are assigned an instructional mentor. In this program, ESP Teachers will be supported in the completion of the Professional Development Certification Program requirements, temporary/

professional teaching certification requirements, Marzano's Instructional Framework, peer collaborations, differentiated instruction, deliberate practice, lesson planning, and classroom management techniques.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

*Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

*Our school district provides us with a web portal access to focus calendars, scopes and sequence, along with daily aligned resources. Our district and school instructional leaders have also provided our staff training on the new FSA standards along with new HMH Language Arts and Read 180 materials. Our Reading, ELA, Science and Civics teachers have also been trained on utilizing the Florida Standard Item Specifications to ensure they use only aligned core resources.

*Use of Professional Learning Communities (PLCs); problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies).

*CMS follows 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 is disaggregated. Thus, students who have achieved mastery, move to enrichment, and those who have not (according to the data), receive remediation using various high-yielding teaching practices (based on the Robert 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 is held 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 close reading, marking the text, and Cornell note-taking.
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. Professional development that is both long term and ongoing.
11. Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and instructional purposes.
12. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction.
13. 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.
14. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental.

b. Instructional Strategies

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

Teachers and staff will be trained on desegregation of data to drive instructional decisions based on student needs. Curriculum coaches meet with the data team weekly to discuss academic performance trends. The leadership team looks at school-wide, grade level, and subgroup data to determine the effectiveness of instruction. Based on this data and iObservation data, teachers may enter the coaching cycle with school-based instructional coaches. Content area teams analyze data through the use of common assessments to determine if students have mastered state standards. Individual teachers use class data to determine how to effectively group students for instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
- Creating a schedule with an uninterrupted 90 minute reading block.
- Creating an intervention schedule to provide remedial support to lowest quartile in mathematics.
- Providing resources to support instruction (extensive classroom libraries, texts to support reading and writing units of study (including reading and writing mentor texts, big books, leveled books for small group instruction), complex texts, word study materials, etc.
- Administering assessments which measure instructed standards, Strategic Actions (Searching for and Using Information, Summarizing, Inferring, Synthesizing, Critiquing, etc.), Qualities of Good Writing (meaning/Purpose, Organization Elaboration, Grammar, etc.), and reading and writing behaviors
- Monitoring progress at the class and grade level, class and individual student level during Learning Team Meetings Professional Learning Communities (PLCs)
- Conducting data chats with students
- Choosing methods of instruction for mini-lessons based on the needs of students (modeled, guided practice, inquiry)
- Teachers implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies across all disciplines.
- Interactive notebooks are used in Science and Math classrooms.
- Providing Process and Strategy charts for reminders of teaching
- Students independently using charts and other tools to practice and monitor their own learning

- Students receiving push-in/pull out services for ESE/ELL.
- Provide specially designed instruction per student's IEP needs Strategic Instructional Model is used in Learning
- Strategy classrooms
- Integrating accommodations into Lesson Plans.

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

Strategy: After School Program

Minutes added to school year: 14,850

Students receive reinforcement in reading and math according to their needs based on student data. This support is available five days a week. Students are enrolled in the after-school program that is operated by Bridge Builders program. They receive a snack, and access to multiple academic options that includes tutoring. Transportation is provided for students. Math intervention will utilize the iReady program which will provide a diagnostic assessment to drive instruction for individual needs in math. Reading intervention will use the Reading Plus program along with small group instruction on comprehension strategies and vocabulary acquisition.

Strategy Rationale

Math scores have declined in recent years. Previous tutoring programs have not been academically focused and have started later in the school year. The leadership team has aligned resources to the curriculum and started tutoring earlier in the year to ensure an increase in student growth in math and reading. The leadership team believes that the use of the computer components in both reading and math intervention will provide feedback and diagnose specific deficiencies that our tutors can isolate and remediate more effectively.

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

Pull and analyze iReady, Reading Plus, Performance Matters, ExamView, CPS, Diagnostics, Palm Beach Performance and any other benchmark specific common assessment data on a weekly and/or biweekly basis.

Strategy: Weekend Program

Minutes added to school year: 11,000

Communication will go out during the week to students and parents regarding Saturday Academy. Students will be rotated through needed subject area modules. Modules will be created based on data from , I-Ready, Reading Plus, ExamView, CPS, Diagnostics, and Palm Beach Performance Assessment.

Activities students participate in will be determined by on-going data analysis.

-Instruction In Core Academic Subjects

-Enrichment Activities That Contribute To A Well Rounded Education

Teachers work together in professional learning communities to develop common assessments, learning objectives, unit plans.

Strategy Rationale

Students will receive individualized small group instruction based on their student data in an extended school 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

Pull and analyze Performance Matters, ExamView, CPS, Diagnostics, Palm Beach Performance and any other benchmark specific common assessment data on a weekly and/or biweekly basis.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

During the summer, incoming sixth grade students attend a week orientation at the school to become familiar with the physical layout of the campus, meet staff members, and become oriented with the expectations of middle school including the daily schedule. During the school year, guidance counselors meet with sixth-grade students during the first week of school to introduce the procedures and expectations of Conniston Middle School. The leadership team and support team are introduced and roles are explained so students become familiar with the school personnel. Our rising ninth-grade students meet with counselors during the second semester to plan for high school courses. Guidance counselors review the course options and discuss graduation requirements. Counselors from the surrounding high schools visit our campus and provide information on the expectations of high school students.

CMS provides an orientation for parents for the IB (International Baccalaureate) program and

academic expectations are clearly defined. There is an IBMYP director on campus with the sole role of acting as a liaison for students and parents to provide support for the rigors of the IB program. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

*The promotion of increased student participation and performance in International Baccalaureate® (IB) coursework.

*The promotion of increased student participation and performance in International Baccalaureate® coursework.

*The PSAT school day test administration which allows the opportunity for students to take the PSAT on their own school campus during a school day to remove barriers to Saturday testing for low income students.

*The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.

*Guidance Services working with schools to inform and support students and parents in high school readiness, graduation and college readiness goals.

*Business partnership with the Palm Beach Atlantic University entails close collaboration including science curriculum implementation, engaging students for future career choices.

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

*Conniston Middle School is an IB World School and every teacher includes real-world correlations in every lesson. In addition to the IB curriculum, we offer five high school credit courses, Algebra/Geometry Honors, CCI, Spanish, Band, Art, Dance, and Chorus on site.

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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

Conniston Middle School has used the following strategies to integrate career and technical education with academic courses:

1. Recruit and build the school's AVID program.
2. Increase enrollment in rigorous high school credit courses that lead to college readiness including Algebra I, Algebra II, Geometry, Earth Space & Science Honors, CCI and Spanish 1.
3. Provide increased opportunities to meet grade level promotion.
4. Maximize the use of technology to increase the opportunity for course recovery.
5. Counselors will identify students in need of course recovery in order to prevent student failure and support them with academic strategies.
6. Chorus, band, art and technology and electives are offered on site.

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

- * Learning Strategies Class
- * School based team review and provide assistance to specific students as needed.
- * Afterschool/Saturday college readiness workshops for students.
- * Counselors conduct classroom guidance and individual counseling sessions with students.
- * Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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 as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

Strengths:

- Daily Departmental Common Planning
- Instructional Focus Calendars
- Analysis of FSA Item Specifications
- Common Departmental Lesson Plan Template
- Weekly Common Assessments w/ Reteach items of standards not mastered.
- FSA Portal Training - Teacher
- FSA Portal Training - Students
- Weekly Student Data Chats

Area of Need:

- Knowledge of FSA Standards & FSA Item Specifications
- New Curriculum Materials & Supplemental Materials
- New Testing Platform (performance matters).
- Development of Learning Scales.
- Additional Data Analysis Platform (performance matters).

B. Problem Analysis Summary

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

Lack of rigorous instruction aligned to Florida Standards.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. **1a**

 G083596

Targets Supported **1b**

Indicator	Annual Target
High School Readiness	75.0
FSA ELA Achievement	52.0
FSA Mathematics Achievement	51.0
High School Readiness	40.0
Students exhibiting two or more EWS indicators (Total)	10.0
Statewide Science Assessment Achievement	47.0
Civics EOC Pass	63.0

Targeted Barriers to Achieving the Goal **3**

- Integrating the IB and AVID strategies as instructional supports when planning and delivering Florida Standards based instruction across all content areas with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Engaged Leadership is committed to improving high quality instruction.
- District Curriculum & Support
- Weekly Common Planning Structures are in place.
- Updated Item Specifications/sample question types.
- School-wide IB Unit planner.
- AVID school-wide strategies
- Technology/Mobile Labs/Integrated learning systems/CPS system
- Academic Leaders
- Marzano Trainings

Plan to Monitor Progress Toward G1. **8**

A review of the data in a timely manner, using assessments, will constitute the means by which to monitor progress.

Person Responsible

Natalia Gladwin

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Looking at the data for individual students, classroom, and grade levels will indicate progress toward the goal of reaching academic proficiency. Performance Matters including FSQs and USAs, Palm Beach Performance Assessments, Reading Plus, and iReady.

Plan to Monitor Progress Toward G1. 8

Analyze grade level trends of discipline infractions/suspensions.

Person Responsible

Derwin Gatlin

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Review EDW summary reports and monitoring plan.

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 that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

 G083596

G1.B1 Integrating the IB and AVID strategies as instructional supports when planning and delivering Florida Standards based instruction across all content areas with fidelity. 2

 B221855

G1.B1.S1 Implement data driven professional learning opportunities aligned to the rigor of the Florida standards to target instruction to meet student differentiated needs and accelerate all students toward grade level proficiency. 4

 S234071

Strategy Rationale

Organizing the instructional block to monitor student mastery of the progression of standards required for each grade level and content area will allow teachers to maximize student learning outcomes towards college and career readiness. Teachers need daily/ongoing formative assessment data to understand and plan effectively to meet students' differentiated learning needs.

Action Step 1 5

Reading Coach works with teachers of all content areas to increase their capacity related to the integration of literacy strategies across all disciplines. Reading coach works closely with Language Arts and Reading to ensure that lessons and assessments are aligned to the Florida standards.

Person Responsible

Antonine Daniel

Schedule

Biweekly, from 8/17/2016 to 6/2/2017

Evidence of Completion

Coach log with evidence of coaching cycling, department and PDD sign-in sheets and agenda. Lesson plans and assessment alignment to Florida Standards.

Action Step 2 5

LTF will review data from various sources (EDW, Unify, Performance Matters), organize and facilitate LTMs focusing on data and standards (unpacking and aligning), help organize and present during PDD, research and share best practices for all core areas.

Person Responsible

Natalia Gladwin

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evidence of data analysis through reports, evidence of facilitating LTMs and collaborative planning through agendas and notes, , participation in Staff Development activities including PDDs, evidence of supporting teachers in developing best practices.

Action Step 3 5

Provide Authentic PLC Training through the Grapple Institute.

Person Responsible

Oscar Otero

Schedule

Semiannually, from 9/7/2016 to 12/2/2016

Evidence of Completion

TDE, agenda, implementation of strategies.

Action Step 4 5

Teachers and Administrators will attend professional conferences related to their content areas or pedagogical needs.

Person Responsible

Oscar Otero

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

TDE, Conference Agenda, Travel Reimbursement, Travel Checklist

Action Step 5 5

Professional Development Materials and Supplies to improve instructional delivery in classrooms.

Person Responsible

Antonine Daniel

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Agenda, sign-in sheet, presentation of sharing information with staff.

Action Step 6 5

Student will use web-based programs to reinforce concepts previously taught throughout the school day.

Person Responsible

Natalia Gladwin

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Usage Reports, lesson plans, Data Summary Reports

Action Step 7 5

Provide tutors to assist in the AVID elective and Mathematics classrooms to facilitate learning.

Person Responsible

Ivelisse Crespo

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule, student rosters, lesson plan/activity, conference notes and data/reflection..

Action Step 8 5

Provide Extended Learning Opportunities for identified students (before, after-school, Saturday and summer targeting the lowest 25% and offering enrichment to IB students using AVID strategies in reading, writing, math and science.

Person Responsible

Oscar Otero

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule, Time-Sheets, Student sign-in, and sample lesson plans

Action Step 9 5

Students will use technology for project based learning and access online programs for reading, math, civics and science.

Person Responsible

Natalia Gladwin

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule, sign-in sheets, and usage reports.

Action Step 10 5

Provide supplemental resources and supplies to assist with alignment of Florida standards.

Person Responsible

Oscar Otero

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans and learning walk data.

Action Step 11 5

Provide at least three parent trainings (Steps to Success, FSA family night, AVID)

Person Responsible

Antonine Daniel

Schedule

Quarterly, from 9/9/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, agenda, presentation, and evaluation.

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

Leadership will conduct classroom walkthroughs to ensure PD is translated to practice.

Person Responsible

Oscar Otero

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

TDE, agenda, follow-up activities, Classroom Walkthrough Notes

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

Administration will review usage reports and lesson plans to monitor implementation of various program during leadership meetings.

Person Responsible

Natalia Gladwin

Schedule

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

Evidence of Completion

Web-Based programs and lesson plans, admin notes and feedback

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

Administration will review Reading Coach schedule for implementation of coaching cycle and instructional support in classroom.

Person Responsible

Michelle Reyes

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule/Log, teacher action plan, and class rosters, admin notes and feedback

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

Administration will conduct walk-throughs to analyze program implementation of AVID tutors.

Person Responsible

Oscar Otero

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Review, discuss, and provide annotated notes of feedback on student schedules, student rosters, conference notes, data chat form and lesson plans.

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

Parent Training Sign-in, agendas, handouts, training presentation and analysis of parent evaluation results.

Person Responsible

Ivelisse Crespo

Schedule

Quarterly, from 9/6/2016 to 6/9/2017

Evidence of Completion

Summary of parent evaluation results.

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

Marzano Informal Walkthroughs to observe the desired effect of focus elements.

Person Responsible

Oscar Otero

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Increasing the amount of data marks on DQ 1, 2, 3, 4, 5 on Marzano Learning Map.

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

Compare parent survey results, event evaluations, and participation rate.

Person Responsible

Michelle Reyes

Schedule

Quarterly, from 9/8/2016 to 6/2/2017

Evidence of Completion

Increase student usage and parent monitoring of Reading Plus, Algebra Nation, I-Ready.

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

Administration will conduct observations on web-based program implementation and student progress monitoring.

Person Responsible

Natalia Gladwin

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Analysis, discussion and focused feedback on student data forms, usage rate, and progress.

G1.B1.S2 Implement a School-wide Positive Behavior Support (SwPBS) system with fidelity so disciplinary infractions will decrease and student learning opportunities will increase. 4

S234072

Strategy Rationale

Need for a consistent understanding and implementation of CMS universal expectations for Single School Culture.

Action Step 1 5

Monitor Discipline Infraction Data Reports by Grade level

Person Responsible

Derwin Gatlin

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Discipline Summary Report from EDW or Performance Matters

Action Step 2 5

Student Success Assemblies/Student Ambassadors

Person Responsible

Oscar Otero

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Decrease in Disciplinary infractions, Blue Marlin luncheon and Grade Level Praise Bulletin Board.

Action Step 3 **5**

SwPBS trainings for faculty and staff.

Person Responsible

Michael Vennett

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Sign-In Sheet, handouts and SwPBS meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Administration will meet with department leaders to review the SwPBS implementation and plan for next steps.

Person Responsible

Michael Vennett

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Analysis of student infraction data, incentive program, student assemblies and student ambassadors

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 **7**

Analyze trends and patterns of classroom classroom walkthrough data with a specific focus on design questions aligned to SwPBS and school culture.

Person Responsible

Derwin Gatlin

Schedule

Biweekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Teacher utilizing SwPBS protocol (example: Conniston"C"), Observation data, debriefing notes, administration recommendations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Analyze grade level trends of discipline infractions/suspensions.

Person Responsible

Derwin Gatlin

Schedule













Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Room checks, grade level detentions and OSS roster.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA2 M305263	Administration will review usage reports and lesson plans to monitor implementation of various...	Gladwin, Natalia	9/28/2015	Web-Based programs and lesson plans, admin notes and feedback	5/30/2016 biweekly
G1.B1.S1.A3 A300809	Provide Authentic PLC Training through the Grapple Institute.	Otero, Oscar	9/7/2016	TDE, agenda, implementation of strategies.	12/2/2016 semiannually
G1.MA1 M305276	A review of the data in a timely manner, using assessments, will constitute the means by which to...	Gladwin, Natalia	8/22/2016	Looking at the data for individual students, classroom, and grade levels will indicate progress toward the goal of reaching academic proficiency. Performance Matters including FSQs and USAs, Palm Beach Performance Assessments, Reading Plus, and iReady.	5/31/2017 weekly
G1.B1.S2.A2 A300819	Student Success Assemblies/Student Ambassadors	Otero, Oscar	8/15/2016	Decrease in Disciplinary infractions, Blue Marlin luncheon and Grade Level Praise Bulletin Board.	5/31/2017 quarterly
G1.B1.S2.A3 A300820	SwPBS trainings for faculty and staff.	Vennett, Michael	8/8/2016	Sign-In Sheet, handouts and SwPBS meeting minutes	5/31/2017 monthly
G1.MA2 M305277	Analyze grade level trends of discipline infractions/suspensions.	Gatlin, Derwin	8/15/2016	Review EDW summary reports and monitoring plan.	6/2/2017 daily
G1.B1.S1.MA1 M305259	Marzano Informal Walkthroughs to observe the desired effect of focus elements.	Otero, Oscar	8/15/2016	Increasing the amount of data marks on DQ 1, 2, 3, 4, 5 on Marzano Learning Map.	6/2/2017 weekly
G1.B1.S1.MA2 M305260	Compare parent survey results, event evaluations, and participation rate.	Reyes, Michelle	9/8/2016	Increase student usage and parent monitoring of Reading Plus, Algebra Nation, I-Ready.	6/2/2017 quarterly
G1.B1.S1.MA3 M305261	Administration will conduct observations on web-based program implementation and student progress...	Gladwin, Natalia	8/15/2016	Analysis, discussion and focused feedback on student data forms, usage rate, and progress.	6/2/2017 daily
G1.B1.S1.MA1 M305262	Leadership will conduct classroom walkthroughs to ensure PD is translated to practice.	Otero, Oscar	8/15/2016	TDE, agenda, follow-up activities, Classroom Walkthrough Notes	6/2/2017 biweekly
G1.B1.S1.MA3 M305264	Administration will review Reading Coach schedule for implementation of coaching cycle and...	Reyes, Michelle	8/15/2016	Schedule/Log, teacher action plan, and class rosters, admin notes and feedback	6/2/2017 weekly
G1.B1.S1.MA4 M305265	Administration will conduct walk-throughs to analyze program implementation of AVID tutors.	Otero, Oscar	8/15/2016	Review, discuss, and provide annotated notes of feedback on student schedules, student rosters, conference notes, data chat form and lesson plans.	6/2/2017 daily
G1.B1.S1.A1 A300807	Reading Coach works with teachers of all content areas to increase their capacity related to the...	Daniel, Antonine	8/17/2016	Coach log with evidence of coaching cycling, department and PDD sign-in sheets and agenda. Lesson plans and assessment alignment to Florida Standards.	6/2/2017 biweekly
G1.B1.S1.A2 A300808	LTF will review data from various sources (EDW, Unify, Performance Matters), organize and...	Gladwin, Natalia	8/15/2016	Evidence of data analysis through reports, evidence of facilitating LTMs and collaborative planning through agendas and notes, participation in Staff Development activities including PDDs, evidence of supporting teachers in developing best practices.	6/2/2017 biweekly
G1.B1.S1.A4 A300810	Teachers and Administrators will attend professional conferences related to their content areas or...	Otero, Oscar	8/15/2016	TDE, Conference Agenda, Travel Reimbursement, Travel Checklist	6/2/2017 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5  A300811	Professional Development Materials and Supplies to improve instructional delivery in classrooms.	Daniel, Antonine	9/6/2016	Agenda, sign-in sheet, presentation of sharing information with staff.	6/2/2017 monthly
G1.B1.S1.A6  A300812	Student will use web-based programs to reinforce concepts previously taught throughout the school...	Gladwin, Natalia	9/6/2016	Usage Reports, lesson plans, Data Summary Reports	6/2/2017 weekly
G1.B1.S1.A7  A300813	Provide tutors to assist in the AVID elective and Mathematics classrooms to facilitate learning.	Crespo, Ivelisse	8/15/2016	Schedule, student rosters, lesson plan/ activity, conference notes and data/ reflection..	6/2/2017 biweekly
G1.B1.S1.A8  A300814	Provide Extended Learning Opportunities for identified students (before, after-school, Saturday and...	Otero, Oscar	8/15/2016	Schedule, Time-Sheets, Student sign-in, and sample lesson plans	6/2/2017 daily
G1.B1.S1.A9  A300815	Students will use technology for project based learning and access online programs for reading,....	Gladwin, Natalia	8/15/2016	Schedule, sign-in sheets, and usage reports.	6/2/2017 daily
G1.B1.S1.A10  A300816	Provide supplemental resources and supplies to assist with alignment of Florida standards.	Otero, Oscar	8/15/2016	Teacher lesson plans and learning walk data.	6/2/2017 daily
G1.B1.S1.A11  A300817	Provide at least three parent trainings (Steps to Success, FSA family night, AVID)	Daniel, Antonine	9/9/2016	Sign-in sheets, agenda, presentation, and evaluation.	6/2/2017 quarterly
G1.B1.S2.MA1  M305267	Analyze trends and patterns of classroom classroom walkthrough data with a specific focus on...	Gatlin, Derwin	9/5/2016	Teacher utilizing SwPBS protocol (example: Conniston"C"), Observation data, debriefing notes, administration recommendations.	6/2/2017 biweekly
G1.B1.S2.MA5  M305268	Analyze grade level trends of discipline infractions/suspensions.	Gatlin, Derwin	9/5/2016	Room checks, grade level detentions and OSS roster.	6/2/2017 weekly
G1.B1.S2.MA1  M305269	Administration will meet with department leaders to review the SwPBS implementation and plan for...	Vennett, Michael	8/15/2016	Analysis of student infraction data, incentive program, student assemblies and student ambassadors	6/2/2017 monthly
G1.B1.S2.A1  A300818	Monitor Discipline Infraction Data Reports by Grade level	Gatlin, Derwin	9/12/2016	Discipline Summary Report from EDW or Performance Matters	6/2/2017 biweekly
G1.B1.S1.MA5  M305266	Parent Training Sign-in, agendas, handouts, training presentation and analysis of parent evaluation...	Crespo, Ivelisse	9/6/2016	Summary of parent evaluation results.	6/9/2017 quarterly

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B1 Integrating the IB and AVID strategies as instructional supports when planning and delivering Florida Standards based instruction across all content areas with fidelity.

G1.B1.S1 Implement data driven professional learning opportunities aligned to the rigor of the Florida standards to target instruction to meet student differentiated needs and accelerate all students toward grade level proficiency.

PD Opportunity 1

Provide Authentic PLC Training through the Grapple Institute.

Facilitator

Grapple Institute

Participants

Administration and Teachers

Schedule

Semiannually, from 9/7/2016 to 12/2/2016

PD Opportunity 2

Teachers and Administrators will attend professional conferences related to their content areas or pedagogical needs.

Facilitator

AVID Conference

Participants

Administration and Teachers

Schedule

Annually, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Reading Coach works with teachers of all content areas to increase their capacity related to the integration of literacy strategies across all disciplines. Reading coach works closely with Language Arts and Reading to ensure that lessons and assessments are aligned to the Florida standards.				\$73,154.55
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0541 - Conniston Middle School	Title I, Part A	1.0	\$73,154.55
			Notes: Salary for Reading Coach.			
2	G1.B1.S1.A10	Provide supplemental resources and supplies to assist with alignment of Florida standards.				\$26,507.03
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0541 - Conniston Middle School	Title I, Part A		\$4,317.00
			Notes: The Gateway to American Government: The Bridge to Success on Florida's EOC Test.			
	5100	510-Supplies	0541 - Conniston Middle School	Title I, Part A		\$17,240.03
			Notes: Chart Paper, colored paper, easels, bookshelves, books, ink, pens/pencils, folders, binders, dividers, markers, envelopes, index cards, etc.			
	5100	644-Computer Hardware Non-Capitalized	0541 - Conniston Middle School	Title I, Part A		\$4,950.00
			Notes: (10) Classroom Printers (1) 3D printer for Science Classroom			
3	G1.B1.S1.A11	Provide at least three parent trainings (Steps to Success, FSA family night, AVID)				\$9,583.71
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0541 - Conniston Middle School	Title I, Part A		\$7,894.03
			Notes: Parent Engagement Workshops			
	6150	310-Professional and Technical Services	0541 - Conniston Middle School	Title I, Part A		\$1,500.00
			Notes: Provide consultants for parent training.			
	6150	390-Other Purchased Services	0541 - Conniston Middle School	Title I, Part A		\$189.68
			Notes: Provide childcare for parent training.			
4	G1.B1.S1.A2	LTF will review data from various sources (EDW, Unify, Performance Matters), organize and facilitate LTMs focusing on data and standards				\$73,154.55

		(unpacking and aligning), help organize and present during PDD, research and share best practices for all core areas.				
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0541 - Conniston Middle School	Title I, Part A	1.0	\$73,154.55
			<i>Notes: Salary for LTF.</i>			
5	G1.B1.S1.A3	Provide Authentic PLC Training through the Grapple Institute.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0541 - Conniston Middle School	Title I, Part A		\$10,000.00
			<i>Notes: Professional Development on PLCs.</i>			
	6400	750-Other Personal Services	0541 - Conniston Middle School	Title I, Part A		\$5,000.00
			<i>Notes: Substitutes for professional development trainings.</i>			
6	G1.B1.S1.A4	Teachers and Administrators will attend professional conferences related to their content areas or pedagogical needs.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0541 - Conniston Middle School	Title I, Part A		\$11,800.00
			<i>Notes: Professional Development to build teacher capacity.</i>			
	6400	330-Travel	0541 - Conniston Middle School	Title I, Part A		\$3,200.00
			<i>Notes: Corwin Literacy Institute</i>			
7	G1.B1.S1.A5	Professional Development Materials and Supplies to improve instructional delivery in classrooms.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0541 - Conniston Middle School	Title I, Part A		\$4,000.00
			<i>Notes: Novels for Book Study Ink Chart Paper Colored Copy Paper Markers</i>			
	6400	510-Supplies	0541 - Conniston Middle School	Title I, Part A		\$2,000.00
			<i>Notes: Binders Color Paper Ink Supplies</i>			
8	G1.B1.S1.A6	Student will use web-based programs to reinforce concepts previously taught throughout the school day.				\$16,252.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	0541 - Conniston Middle School	Title I, Part A		\$15,145.00

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			Notes: IREADY Program for Mathematics			
	5100	360-Rentals	0541 - Conniston Middle School	Title I, Part A		\$1,107.00
			Notes: Study Island program for Civics			
9	G1.B1.S1.A7	Provide tutors to assist in the AVID elective and Mathematics classrooms to facilitate learning.				\$18,335.25
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	750-Other Personal Services	0541 - Conniston Middle School	Title I, Part A		\$18,335.25
			Notes: Tutors to provide instruction and progress monitor students.			
10	G1.B1.S1.A8	Provide Extended Learning Opportunities for identified students (before, after-school, Saturday and summer targeting the lowest 25% and offering enrichment to IB students using AVID strategies in reading, writing, math and science.				\$18,967.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0541 - Conniston Middle School	Title I, Part A		\$18,967.50
			Notes: Remediation and enrichment support for standards taught throughout the school day.			
11	G1.B1.S1.A9	Students will use technology for project based learning and access online programs for reading, math, civics and science.				\$86,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	0541 - Conniston Middle School	Title I, Part A		\$9,600.00
			Notes: Eight (8) Laptop carts for classroom.			
	5100	692-Computer Software Non-Capitalized	0541 - Conniston Middle School	Title I, Part A		\$1,000.00
			Notes: Apps for iPads			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0541 - Conniston Middle School	Title I, Part A		\$76,200.00
			Notes: Laptops to equip 8 carts at 28 computers per cart.			
12	G1.B1.S2.A1	Monitor Discipline Infraction Data Reports by Grade level				\$0.00
13	G1.B1.S2.A2	Student Success Assemblies/Student Ambassadors				\$0.00
14	G1.B1.S2.A3	SwPBS trainings for faculty and staff.				\$0.00
Total:						\$358,754.59