



## Congress Community Middle School

101 S CONGRESS AVE, Boynton Beach, FL 33426

<https://cgrm.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	86%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	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 Congress Community Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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.

The mission of Congress Middle School is to develop in our capable young people the innovative minds and ethical spirits needed to contribute wisdom, compassion, and leadership in a global society. Congress Middle School Staff challenges students with a rigorous academic program to prepare them to be College and Career Ready.

We are committed to instruct one another in the meaning and value of community and in the joy and importance of lifelong learning which will empower our students to become productive and responsible citizens.

##### b. Provide the school's vision statement.

Congress Middle Vision Statement

Math

Our vision as Congress Middle School Mathematics teachers is to provide quality learning opportunities for our young developing students. We will implement interactive and stimulating lessons that allow our students to develop the skills to lead, problem solve, and succeed in and out of school. We are committed to provide a meaningful and positive learning environment that will enable future success.

Reading

The Literacy Teachers at Congress Community Middle School will provide our students with a challenging, rigorous, and innovating curriculum to empower them with the ability to read and comprehend complex text. Our students will be College and Career Ready and will also be productive and responsible citizens in a competitive Society.

ELA

The Language Arts Teachers at Congress Community Middle School will facilitate the development of enthusiastic lifelong readers and writers by incorporating rigor into our curriculum. We will encourage our students to become independent higher order thinkers for their own success during school years and beyond.

Social Studies

The Social Studies Department of Congress Middle School believes that the purpose of Social Studies is to help students assume their role as responsible citizens in America's constitutional democracy and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world. Students will learn to think critically to consider all points of view, and to recognize the diversity of their nation and the global community.

Science

Our vision at Congress Middle School is to provide a caring and stimulating learning environment where students will recognize and achieve their fullest potential to prepare them for college and career.

Magnet

The Choice Programs are committed to empowering and supporting students and their families in making informed, educational decisions leading to post-secondary education and career options in order to compete in today's technology-driven, global society.

#### Electives

Prepare students for the real world experience, teaching the students to be responsible, accountable and adhere to the rules, and become responsible young adults by instilling dependability, responsibility and work ethic for the 21st century.

#### Guidance

We will teach character educators through the 6 pillars. Also, we will prepare them for college and career readiness by having a Career Day and career building activities.

#### ESE

The ESE Department of Congress Middle School is dedicated to meeting the holistic needs of students. This will be achieved by ensuring:

- o a safe, respectful school where the students are in the least restrictive environment
- o rigorous academics with personalized learning
- o a variety of extracurricular activities
- o that we nurture students to value themselves

All this will be accomplished while building an active partnership with all school personnel, students, parents and the community as well as maintaining open communication among all stakeholders.

It is our hope that our students will become productive citizens who can think, communicate, create and apply their learning experiences throughout their lifetime.

#### ESOL

Our ELL students will successfully apply learning real world applications, strategies and problem solving both independently and collaboratively.

## 2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- \* History of Holocaust
- \* History of Africans and African Americans
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veterans

This will be implemented via classroom lessons, features during the morning announces, student performances, field trips and guest speakers.

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

Congress Middle School implements a school-wide positive behavior intervention system coined P.A.W.S. ( Positive attitude towards learning, active participation, willing to work together, successful we will be). These universal guidelines assist in providing positive behavior expectations in all

settings during the school day, therefore creating a single-school culture. Guidelines are posted school-wide. In addition, they are frequently reviewed within the classrooms and grade level assemblies to ensure students fully understand school expectations.

The Before/After school program provides a safe haven for students before the school-day begins and after the day ends. Within the after-school program, students also receive snacks and a variety of other incentives.

While participating in activities that support the three prongs: Academic/Enrichment, Social Skills/Character Building, and Health & Wellness, students also have the opportunity to participate in a variety of activities to include: Intramural Sports, Dance/Step Teams, Robotics, Culinary, and Mentoring Groups.

**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.**

Congress Middle students meet in the fall and the winter with the Principal to discuss school-wide expectations and consequences and the school-wide positive incentives. In addition, teachers explicitly teach various parts of the school-wide expectations. Student role-play examples and non-examples of positive behaviors. The school's matrix of expectations is posted in every classroom and throughout the school. There is a SWPB support system called "Cougar Cash" that is in place. All staff members are given tickets to reward students for their positive behavior throughout the school. The students then place their tickets into a prize jar that is on the stage during their lunch. Every other Friday we have a drawing to announce the winners of the raffle.

**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.**

Struggling students are referred to the School Based team (SBT) for academic, behavioral or social and emotional concerns. The SBT, which consist of administration, school counselors, ESE contact, school psychologist, ELL contact and teachers. The SBT will review all data related to the student's issue and develop a comprehensive intervention plan. Each student is assign a Case Manager, who will work with the teacher to progress monitor and assure fidelity with the intervention plan. Congress Middle provides meeting space for various community agencies in order to meet the social and mental health needs of students and families.

The SBT follow the following steps to provide student interventions:

Tier I –Primary Interventions (in classroom/School-wide)

Tier II - Secondary Interventions (Written by SBT)

Academic and Behavior

Step 1. Teachers or Administrators will make the initial referral (Form 2106) to the SBT for a struggling student. Please provide any documentation that point to the issue

Step 2. The SBT Leader will record the referral on the L24 and D19 screen; create a folder and forward the Grade Level Guidance Counselor

Step 3. The School Counselors will receive a folder with the initial referral and a checklist of the needed documentation throughout the process.

Step 4. School Counselors will schedule the SBT meeting with all concerned parties

a. Please make to complete the required forms and documents needed (see attached email)

b. Please follow the flowchart procedure provided in your folder

Step 5. School Counselors will manage each case and follow up biweekly with teachers on data collection and copy the grade level administrator if documentation is not being provided. The average number of weeks needed for progress monitoring is 6 to 8 weeks.



Step 6. After the 6 to 8 week process the SBT will decide if the student has met the goal or will need further intervention. The School Counselors will have the SBT Leader schedule a meeting to either closeout the Tier II or move to Tier III.

Step 7. The SBT Leader will record the action on the L24 and D19 screen and schedule a meeting to write a Tier II plan, if needed

For Behavior Plans leading to Alternative Education Placement)

a. The SBT Leader or CST Leader will schedule a FBA/BIP planning meeting

b. The SBT Leader will schedule a meeting that Alternative Ed Liaison

Tier III - Intensive Interventions (SBT or CST)

At this Point, the SBT or CST Leader will drive this intervention planning meetings with all required parties including the School Psychologists.

### 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.

##### Attendance/Suspensions

The School-wide Positive Behavior Support Team (SwPBS) meets biweekly to review school-wide suspension, attendance and other data. The team works closely the School Based team (SBT) to develop intervention plans for individual students. In addition, the SwPBS Team reviews gaps in school-wide initiatives. The team utilizes reports from EDW and Unify to find trends requiring review. The teams makes suggestion for professional development needed with teachers and staff.

##### Failing Students

The School Counselors request D/F reports from teachers; these reports are reviewed by administration. Teacher are required to contact parents of any student expected to receive a D or F in any given quarter. The teacher's provide opportunities for students to makeup any missing assignments. If a student is absent for any reason, they are allow the equal number of days to makeup their work.

##### Level 1/2 Students

Administration reviews various data sources (e.g. FSA, Fall/Winter Diagnostics, FAIR, etc.) to identity students in needed of instructional support. Letters are mailed to parents regarding weekday and Saturday tutorials that focus on reading, math, science and civic content. Students receive additional credit for work completed during tutorials.

#### 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	2	7	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	57	61	65	0	0	0	0	183
Course failure in ELA or Math	0	0	0	0	0	0	57	27	42	0	0	0	0	126
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	24	16	21	0	0	0	0	61

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

Students requiring academic interventions will receive evidence-based strategies thought the MTSS/ Problem Solving process. Congress Middle reviews students through the SBT process. The following strategies and programs to assist struggling students:

- A. Read 180
- B. Reading Plus
- C. IXL for Math
- D. Saturday/After school Tutorial with aligned benchmarks
- E. Differentiated Instruction through Intensive Reading
- F. FAIR Assessment (Running Reading Records)
- G. Before and Aftercare program with aligned benchmarks
- H. Scholastic System 44

**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/313192>.

**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.**

The school District maintains Cooperative Agreements with 32 community agencies that provide behavioral and mental health support for students and families. Congress Middle has provided space to facilitate ongoing support and services to students and families. The agencies work collaboratively with the School Based Team when intervention plan are written. In addition, Congress received a 5-Star rating for the partnership made with community agencies and businesses.

**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
O'Connor, Denise	Principal
Grice, Shannon	Assistant Principal
Thompson, Kareem	Assistant Principal
Burrell, Kawona	Instructional Coach
Gonzalez, Sandra	Other
Johnson, Shayla	Other
Zitner, Michael	Assistant Principal
Boggs, Decarla	School Counselor
Katz, Irene	Other
Jackson, Cynthia	Instructional Coach
Cullen, James	Instructional Coach

**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 for the use of data-based decision-making to ensure: a sound, effective academic program is in place, a process to address and monitor subsequent needs is created, the MTSS Leadership Team is implementing MTSS problem-solving process assessments, fidelity of implementation of intervention support is documented, adequate professional development to support RtI implementation is provided, effective communication with parents regarding school-based RtI plans and activities occurs.

The school-based team leader - assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement core, supplemental, and intensive interventions, and offer professional development and technical assistance. Provides information about core instruction.

Principal and Assistant Principals -Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of MTSS school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Classroom Teachers- Participate in student data collection, integrate core instructional best practices, and implement vital classroom interventions for struggling students and supplemental/intensive interventions as deemed necessary by the school-based problem solving team.

ESE and ELL Contacts- Participate in student data collection, integrate core instructional activities/materials supplemental and intensive instruction, and collaborate with general education teachers through such activities as collaborative support instruction.

Instructional Coach (es) Reading/Math-Develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assist with

whole school screening programs that provide early intervening services for children to be considered “at risk,” assist in the design and implementation of progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Professional learning Communities Facilitator- Facilitates and supports data collection activities; assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of CORE, Supplemental, and Intensive intervention plans.

School Psychologist- Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation, facilitates data-based decision making activities

**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 school-based MTSS Leadership Team is comprised of the following members: principal, assistant principals, ESE contact, ELL contact, school psychologist, classroom teachers, reading/math instructional coaches, Learning Team Facilitator (LTF), safe school staff, parents, and guidance staff. The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The team meets every Thursday (weekly) to engage in the following activities:

The school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based Leadership Team.

The MTSS Leadership Team will use the Problem Solving model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) 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 support the interventionist (e.g.

teacher, ESE/ELL contact, behavior coach, Safe Schools Case Managers, parents, and guidance counselors) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

STEP I – Problem Identification: What is the problem?

Problem Identification entails identifying the problem and the desired behavior for the student.

STEP II: Problem Analysis: Why is it occurring?

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

Step III: Intervention Implementation: What are we going to do about it?

Intervention Design & Implementation involves selecting or developing evidence-based interventions

based upon data previously collected. These interventions are then implemented.

Step IV – Response to Instruction/Intervention: Is the plan working?

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's 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.

In order to organize RTI efforts with other school teams, all school-based team leaders and school staff have access to the MTSS website and EDW. If a student who is going through the RTI process transfers, the sending school places all RTI documentation in the pony to ensure continuation of RTI services. School-based team leaders also have access to Mainframe; screen A07 has the most updated school

placement for the RTI student.

School-based team leaders also meet monthly and can discuss specific cases in the training sessions; the sending school can update the receiving school on progress monitoring, CBM probes, and any other academic or behavioral concerns. School-based team leaders also communicate via email utilizing student numbers only; this is another way to request the sending school forward all RTI documentation for fidelity purposes.

#### Title I, Part A

The Title I funds that Congress Middle receives will be used to ensure students needing remediation will receive services. Services will be provided through after-school and before school tutorials and mini Summer Literacy/Math Camps in June. Congress uses Title I funding sources to train teachers, administrators and staff in Marzano Frameworks, increasing rigor and relevance, unpacking the NGSSS, FSA, and Content area instruction in Math, Science, Reading, and Writing. Title I will also provide family involvement activities that are planned to increase parent participation. Title I funds will be used to present three parent universities over the course of the school year. the knowledge gained by parents will result in increased student achievement. The Title I funds will be used to provide the supplies and materials needed for the trainings.

Our .5 Reading Coach will be providing professional development to Reading teachers and all other content area teachers. The Math Coach will provide mentorship and teacher modeling in Mathematics. Title I funded Reading teacher will be working with Level 1 and 2 students providing reading instruction.

#### Title I, Part C - Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure students needs are met.

#### Title I, Part D

District provides these services to the school center.

#### Title II

Safe School Department provides these services to school center to implement Single School Culture for Academics, Behavior and Climate.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success (PAWS), 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 antibullying campaign structured lessons, and implementation of SwPBS programs.

### Title III

District provides these services to school center (Bilingual Education and ESOL Services and Support Staff). Congress Middle school reflects the Multicultural diversity for the community at large. the community and staff are enthusiastic, supportive and have high expectations for all children. We recognize and value the racial, ethnic, cultural and language diversity represented in our school. We see the need for all staff members to be actively involved in preparing students to interact effectively and positively in a Multicultural society. The ESOL program services offered at Congress Middle school as well as the School District of Palm Beach County are designed to assist in ELLs in developing English Language proficiency while simultaneously developing their competencies in academic content areas. Instructional models provide for comprehensible instruction parallel to the mainstream curriculum. Presentation of concepts and materials is adjusted to accommodate the learner's level of English proficiency using the State's English Language Proficiency Standards. ESOL teachers work collaboratively with mainstream teachers to provide instructional consistency to meet the needs of each ELL. Congress Middle School provides a Sheltered Instructional model for students with Beginner and Intermediate Oral Language Proficiency. ELL students whose Oral Language Proficiency are high and proficient speakers are in the Support model with regular language. District Personnel, our ELL Coordinator and Counselor, and two Community Language Facilitators assist in monitoring, coordinating and facilitating the ESOL Program for the school. The ESOL Coordinator plans, coordinates and facilitates Parent Nights to disseminate academic information to parents to strengthen the communication and involvement to school vision and mission.

Services are provided through the district education materials and ELL district services to improve the education of immigrant and English Language Learners. The district coordinates with Title III in ensuring staff development needs are provided.

### Title X - Homeless

District provides these services to school center as needed.

### Supplemental Academic Instruction (SAI)

SAI Funds will be incorporated with the Title I funds to provide Summer Pass for Level 1 students. Title I funds are used to provide tutorial support and enhance programs for students. We will work towards implementing our Summer Reading/Math Academy to all students including all FCAT levels. In an effort to address the severe academic struggles of students especially those in an intensive class we will offer: 1. Before school tutorial - targets level 1 and 2 readers, 2. After school tutorial - targets level 1 and 2 students in Reading and Math, 3. MSCR program for students who have failed an academic class, 4. Saturday writing tutorials to target level 2-5 students to increase writing skills, 5. Summer MSCR for students who have failed an academic class. 6. ELL summer school for 8th graders provides extra opportunities to enhance language during the summer. 7. ESE summer school assist ESE students in meeting IEP objectives. 8. Saturday FCAT 2.0 prep session for low performing students.

Congress Middle School makes every effort to address the needs of all children in our school, particularly those at risk of not meeting state proficiency levels of achievement; we will use Title I funds to purchase Student Agendas to help all students with organizational skills and as a mean for parents and teachers to communicate.

### Violence Prevention Programs

District provides resources and service to assist in improving School Climate and Student Safety needs. The J. Johnston Bullying Prevention, CHAMPS, Aggressors Victims & Bystanders are funded through these monies.

Middle School After-Care programs through Safe Schools.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

District provides these services to the school center.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Congress Middle School students are provided with career education planning. The Guidance Department works with 7th and 8th grade students making decisions about academic choices and careers. This year Career Exploration will be an event offered to students.

We also have Career Technical Courses in our Choice Program: Pre-Engineering, Digital Graphic Design, Video Production, Pre-Medical and Culinary.

Job Training

N/A

Other

Required instruction listed in 1003.42(2) F.S., as applicable to appropriate grade levels.

Congress Middle also receives support from the District's Title I and Title II funds such as:

Area support teams

Secondary curriculum support

MTSS support

AVID support

STEM support

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Cynthia Jackson	Teacher
Denise O'Connor	Principal
Mike Szejter	Business/Community
Susan Rothman	Teacher
Shayla Johnson	Teacher
Shawn Tyree	Education Support Employee
Belinda Fleischer	Parent
Maximilian Swietnicki	Student
Harry Spyker	Teacher
Valerie Valcort	Parent
Nakisha Kinlaw	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 principal will review with the SAC members at the first meeting of the year the previous year's EOC results in the areas of Algebra, Geometry and Civics. At that time it will be decided to keep strategies that were used which improved student achievement, and to modify, change or add new strategies for this year in all areas.

*b. Development of this school improvement plan*

Parents, Teachers, Administrators, Community and Business Partners will work together during SAC meetings and faculty meetings to give input, edit and approve the school's SIP. During the year the SAC will monitor to make sure goals in the SIP are being met.

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

As budget allocations are made the principal will inform all stakeholder (teachers, parents, community, etc.) of how much has been allocated. She will also poll the teachers for their input in deciding how Title I funds will be used. She will present during SAC meetings how the allocation of Title I funds will be used during the year.

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

Funds allocation for this year will be:

- System 44 Licenses and Materials \$ 5,000
- Student Incentives \$ 1,000
- ID Badges - \$500
- Academic Fieldtrips - \$1,500
- Professional Development \$1,000

**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.

We are in the process of removing parent who were also District employees as voting members and teacher to decrease employee count . We have submitted the changes and are awaiting for the compliance report to reflect the changes.

### 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
Jackson, Cynthia	Instructional Coach
O'Connor, Denise	Principal
Grice, Shannon	Assistant Principal
Thompson, Kareem	Assistant Principal
Zitner, Michael	Assistant Principal

#### b. Duties

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

The LLT will support four initiatives during the 2016-2017 school year:

1. Schoolwide Novel Studies
2. Inner-school novel competitions
3. Reading Counts Incentives

### 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.

One of Congress Middle School's Critical achievement Goals for the 2016-2017 school year is Professional Learning Communities. This occurs twice a week Common Planning meetings. Professional Learning Communities enables teachers to continue learning from one another, from the trials and errors of expanding their work, and from each student's story as they internalize the instructional methods that have been developed. Professional Learning Communities contributes to the school's continuous improvement. Professional Learning Communities will:

1. Keep the momentum for continuous planning moving and secure the teaming for future instructional planning
2. Ensure the quality of individual planning with collaborative documentation for the grade level
3. Use an observation instrument for self-reflection and team support

Professional Learning Communities by teacher teams ensures instructional alignment to standards that helps prepare students to succeed in college and careers. Team planning is a powerful form of embedded professional development in which teachers learn from each other and together. Team-based instructional planning goals:

1. Reduce the time necessary to put powerful teaching practices in place

2. Improve instructional planning and delivery with the Common Core Standards
3. Focus on effective practices
4. Meet the individual learning needs of each student in the classroom

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

To recruit:

The following recruitment strategies will be utilized: Job Fairs; District Human Resource Staff; Referrals from Staff; and College Interns. Based on school vacancies, a team of administrators, Instructional coaches, and teachers screen teacher applications and resumes, to review candidates past teaching experiences, their college grade-point averages, rigor of the courses they took, extracurricular activities, and their experience working with diverse students, among other factors.

To retain:

New teachers participate in the Educator Support Program (ESP) at the school implemented based on district mandates and expectations. Each new teacher will be assigned a mentor. Additionally, if these new teachers along with veteran teachers need additional support, instructional coaches, administration, and district works on support the teachers needs. The person responsible is the Principal, supervising Assistant Principal for ESP, Mentor teachers.

Each month Congress Middle School will provide professional development afterschool relating to Best Instructional Practices and the connection to the Teacher evaluation tool. All new teachers the training is mandatory. All teachers at CMS are allowed to sign up and attend.

All teachers also develop an individual growth plan, which may require professional development opportunities to support individual goals. Additionally, the professional development team works on implementing training and workshops based on consensus of the entire staff.

The person responsible is the Principal, supervising Assistant Principals , Instructional coaches, Professional Development Team,

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

Congress Middle School implement the district's Educator Support Program (ESP) initiative. It is a formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning.

ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Each new educator has a support team comprised of the ESP contact, the mentor, and the new teacher. Other people who may provide support include the principal, a buddy teacher, an online mentor, or a National Board Certified Teacher.

Principal

- Sets the tone for support
- Observes the new educator
- Verifies teaching competence based on the new educator's demonstration of the Florida Educator Accomplished Practices

ESP Contact (an administrator)

- Assigns a mentor who is on the same grade level or department, or teaching the same or similar subject as the new educator
- Schedules support team meetings
- Adheres to the ESP Timeline
- Observes the new educator
- Maintains ESP documents

#### Mentor

- Successfully completed Clinical Education Training
- Demonstrates knowledge of the Florida Educator Accomplished Practices
- Establishes a trusting and confidential relationship with the new educator
- Knows and shares the culture and climate of the school and any “unwritten” rules and procedures
- Adheres to the ESP Timeline
- Supports the new educator
- Completes informal observations of the new teacher and provides feedback about the observations

#### New Educator

- Teach all students using a variety of instructional strategies
- Teach bell-to-bell
- Ask for help or answers to questions
- Complete all requirements for a professional teaching certificate

#### Mentoring (Pairing)

During Pre-school, the principal and/or assistant principal will notify all staff that mentor teacher positions may be available. Selected teachers interested in mentoring will notified. Principals, assistant principals and department chairs/instructional coaches will collaborate on the selection of mentors.

The following qualifications will be used in the selection of mentors:

- At least five (3) years of teaching experience, preferably in Palm Beach County Schools
- Completion of Clinical Education Training
- Accessibility to the New Teacher
- Knowledge and adherence to Curriculum Frameworks
- Awareness of the merits of different teaching styles
- Ability to teach to the diverse learning styles of students
- Knowledge about the resources in the school and district
- Willingness to invest time to develop mentoring skills and participate in the program for the duration of the year
- Ability to maintain a confidential relationship

The following factors are considered in pairing of mentors with new teachers:

- Teaching experience (when & where)
- Grade level
- Content area
- Availability of common planning time
- Physical proximity of classrooms
- Teaching style and philosophy
- Common interest

Mentoring Activities include the following:

- Marzano and the Educator Support Program TrainU Course (Online Training Component)
- Various Activities that are aligned to the Florida Educator Accomplished Practices (FEAPs), which Teachers are expected to master by completing the assignments. These assignments include "meet the" (all essential staff and administration, etc.) activity, an observation of a mentor teacher, development of a

classroom management plan, planning a lesson, videotaped lesson, and other items that will support the teacher in being successful.

Resources for all participants are available via the School District of Palm Beach County's Department of Professional Development. Materials both virtual and hard copy include a ESP Program Handbook, New Teacher Handbook, Sharepoint Site and more which can all be accessed via the district's website.

## 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.**

Congress Middle School ensures its core instructional programs and materials are aligned to the Florida State Standards by utilizing a curriculum map or scope-and-sequence is fully aligned with grade-specific standards and item specifications. Each content area has already defined unit topics and clustered standards within them. Once this has been established, Administration, teachers work collaboratively together to implement the step in our Single School Culture for Academics Process which include:

- Unpack the Standards-Identify Foundation and Critical Thinking Skills
- Understand the Taxonomy Level and develop Learning Goals and Scale that align with the benchmark/benchmarks- Translating the standard into the target learning statement is a critical exercise to establish clear performance by students
- Develop and align assignments and assessments to the Florida standards Using the FSA item Specifications for quality, rigor, relevance
- Daily Instruction Plans---Whole-Class and Small-Group, Teacher-Directed instruction
- Once the assessment is given, Congress Middle School implements the Cyclical Process Florida Continuous Improvement Model that includes analyzing the assessment data to identify student patterns of strength and weakness for corrective instruction.

#### 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.**

At Congress Middle School, one of our non-negotiables for Core Content Area classes is to implement small group differentiated instruction. After a teacher has given an assessment, and item analysis is completed to determine the students' strengths and weaknesses.

Differentiate homogeneous small groups are then formulated based on a similar interest or level based on assessment of their work. While Teacher-Directed Group is being conducted, another group or two of students may be clustered in a Student-Directed Group. This group is heterogeneous, and cooperative learning techniques. At the same time the groups are engaged in their work, some students may be at the computers and others at their desks doing independent work. Furthermore, each student will have the opportunity to be exposed to materials and learning experiences through grade-level curriculum and instruction strengthened by teacher groundwork. Each student will also be able to soar ahead if ready. So we personalize instruction during Work Time. Work Time also builds the student's responsibility for learning. Other opportunities are available for moving students to a higher level when they show evidence of mastery in one of the aligned activities. The Work Time activities follow the lessons you have outlined in the Whole-Class Instruction Plan, but may circle

back to cover previous material later, and as needed to help students to be challenged, and successful.

**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:** Extended School Day

**Minutes added to school year:** 150

Tutorial services is available to students who have been identified as level 1 or level 2 students as indicated on the state standardized assessment. Highly qualified teachers provided tutoring on Mondays, Wednesdays, and Saturdays of each week.

**Strategy Rationale**

To provide extra opportunities for our students to make learning gains and increase achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Thompson, Kareem, [kareem.thompson@palmbeachschools.org](mailto:kareem.thompson@palmbeachschools.org)

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

Data is collected and analyzed as students receive a pre-assessment at the start of the tutoring and a post assessment at the end to see the improvements made. Students also are given progress reports to monitor progress.

**Strategy:** Before School Program

**Minutes added to school year:** 3,300

Enhancing reading & writing skills through "Battle of the Books" Component along with writing seminars

**Strategy Rationale**

To support school-wide reading & writing focus, while allowing students to interact with high interest texts and participation in cooperative groups.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Zitner, Michael, michael.zitner@palmbeachschools.org

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

Comparative data analysis of student reading count scores, book challenge data (Battle of the Books), and individual student reports. This support the warranted need from school year 2013-2014 FCAT test results specifically in Reading & Writing.

**Strategy:** After School Program

**Minutes added to school year:** 10,980

The Afterschool Program will focus on (3) areas: Academics (Math & Science), Social Skills/ Character Building, and Recreation/Health & Wellness. Students will have the opportunity to participate in competitive sports, cooking exercises, computer literacy, homework assistance, in addition to many other fun/enrichment activities.

**Strategy Rationale**

To support school-wide academic achievement focus, while allowing students to interact with high interest activity and participation in cooperative groups. This support the warranted need from school year 2013-2014 FCAT test results specifically in Math and Science.

**Strategy Purpose(s)**

- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Zitner, Michael, michael.zitner@palmbeachschools.org

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

Items such as Instructional Activity logs (T-8), IXL Data Reports, and Gizmo Data will be collected in order to completed a comparative analysis of participating students standardized test results.

**Strategy:** Weekend Program

**Minutes added to school year:** 180

Saturday tutorial is provided for students in core subjects of Reading, Writing, Math, and Science. Students are provided additional learning experiences by highly qualified teachers. Students are provided hands on activities, collaborative learning sessions in small groups, and

**Strategy Rationale**

To provide extra opportunities for our students to make learning gains and increase achievement.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Thompson, Kareem, kareem.thompson@palmbeachschools.org

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

Data will be collected by surveys completed by the teachers who monitor the students. Students will also receive a pre and post assessment in each subject they are tutored in. The effectiveness will be determine by the growth on progress reports and improvement on post assessment as well as improvement as measured on the state standardized assessments.

**Strategy:** Summer Program

**Minutes added to school year:** 3,000

Incoming 6th grade students are provided instruction in core academic areas  
Students are provided hands on activities, performance tasks, and formative assessments.  
All teachers all highly qualified in each subject area

**Strategy Rationale**

Incoming 6th graders are able to become oriented to middle school, and become familiar with what teachers will expect of them, behaviorally and academically. The students are orientated during a 4 days intensive program in which teachers give them a tour of the school, become familiar with dress code, school procedures. In the classroom they are guided by detailed lesson plans and assessments.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Zitner, Michael, michael.zitner@palmbeachschools.org

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

Data is collected weekly and analyzed with use of portfolios. Teacher will monitor student progress. Students are given pre and post assessment during the program.

**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.**

The school provides a summer transition academy for incoming 6th grade students, which provides them with academic instruction and skill building for reading and math.

Guidance counselors along with the Magnet Coordinator visits feeder elementary schools and school of interest to provide course offerings, program information, and registration guidelines.

Current 8th grade students receive information on district choice programs and other educational opportunities available to them. Representatives from Palm Beach County Choice schools and programs are invited to the school and have an opportunity to highlight individual choice programs available within their respective schools. High School Counselors make direct classroom presentation that assist 8th grader in selecting course offerings.

Students are encouraged to attend the Showcase of Schools, hosted by the School District of Palm Beach County each year.

### **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.**

\* AVID Elective Participation: AVID parent night; promotion at SAC meetings; Information in Newsletter; Guidance and teacher recommendation for program

\* High School Credit Course offerings are available through Florida Virtual, which students are encouraged to take responsibly.

\* Choice Program: Elementary School visits by choice coordinator; participation at Showcase of Schools district meeting; School open house for choice and orientation; Pamphlet and website advertisement

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

\* AVID Elective (Advancement Via Individual Determination) - Two electives a day, 7th and 8th grade AVID students learn organization; study skills; critical thinking; how to ask probing questions; and motivation to make college attainable. School-wide implementation of AVID Strategies to include Cornell Note-taking, Interactive Notebooks, and other WICOR strategies.

\* High School Credit Courses Availability - Algebra Honors; Geometry; & Spanish I

\* Choice Programs - Pre-Engineering; Pre-Medical; Digital Video; Digital Graphic Design

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

- School-wide Cornell Note taking - organization; study strategy that helps the student pull out important information and synthesize the information in order for assessment and learning.

- School-wide Interactive Notebook Implementation to assist with organization, read, and writings skills.

- Classroom presentations by expert in various career fields

- Interest Inventories

- Cougar Choice & Career Fair

- Classroom Presentations by Community Professionals

- Career Based Field Trips



**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.**

n/a

## 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.

See Attachments

### 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.

See Attachments

### 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.
- G2.** If we provide a positive and supportive climate, 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 deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1a

G083597

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	74.0
Math Gains	55.0
Math Lowest 25% Gains	45.0
AMO Reading - All Students	74.0
FCAT 2.0 Science Proficiency	
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	60.0
Geometry EOC Pass Rate	100.0
Algebra I EOC Pass Rate	
FSAE ELA Achievement	
FSAE Mathematics Achievement	
Civics EOC Pass	71.0
CTE Industry Certification Exam Passing Rate	

**Targeted Barriers to Achieving the Goal** 3

- Student prior knowledge of concepts and vocabulary
- Teacher knowledge of new standards, rigor and implementation of effective strategies to meet the need of all students
- Poor parental involvement and support
- Insufficient resources available
- Getting students engaged in the content
- Lack of knowledge on how to effectively implement small group - data driven instruction (time management, resources, monitoring, forming groups).

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

- Reading Coach, Math Coach (1 Period) , Professional Learning Community Facilitator, Language Arts Resource Teacher, Reading Resource Teacher

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

Classroom walkthroughs, lesson plan checks, Informal/formal observations, and assessment data

**Person Responsible**

Denise O'Connor

**Schedule**

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

**Evidence of Completion**

iObservation reports, EDW and Performance Matters Reports, and PLC agendas

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

Classroom walkthroughs, lesson plan collection and assessment data

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 9/14/2016 to 6/2/2017

**Evidence of Completion**

iObservation reports, EDW and Performance Matters Reports, and PLC agendas

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

Classroom Walkthroughs, lesson plan checks, informal/formal observations, and assessment data

**Person Responsible**

Michael Zitner

**Schedule**

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

**Evidence of Completion**

iObservation reports, EDW, and Performance Matters reports, and PLC agenda

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

Classroom Walkthroughs, lesson plan checks, informal observations, and assessment data

**Person Responsible**

Shannon Grice

**Schedule**

Weekly, from 10/17/2016 to 6/2/2017

**Evidence of Completion**

EDW, Performance Matters Reports, PLC agendas

**G2. If we provide a positive and supportive climate, then we will ensure high school readiness.** 1a

G083598

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	
Attendance rate	
Attendance Below 90% Grade 06	
Attendance Below 90% Grade 07	
Attendance Below 90% Grade 08	
Discipline incidents	
1+ Suspensions Grade 06	
1+ Suspensions Grade 07	
Attendance Below 90% Grade 08	

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher and staff committment and participation in school initiatives and incentives
- Lack of parent participation
- Lack of resources to support student's social and emotional needs.

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

- Guidance Counselors, Schoolwide Positive Behavior Support Team, MTSS Coach, MCUSA Coach
- Title I

**Plan to Monitor Progress Toward G2.** 8

Monitor parent support of school events including volunteering

**Person Responsible**

Denise O'Connor

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Volunteer log; parent sign in sheets; Title I Survey Results

**Plan to Monitor Progress Toward G2. 8**

Monitor usage of app to support school climate

**Person Responsible**

Kareem Thompson

**Schedule**

Monthly, from 10/13/2016 to 6/2/2017

**Evidence of Completion**

usage reports; bullying alerts

## 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

**1** = Problem Solving Step       S123456 = Quick Key

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

 G083597

**G1.B1** Student prior knowledge of concepts and vocabulary **2**

 B221860

**G1.B1.S1** Math teachers will implement a math journal during instruction to include; 1. Cornell Notes, pictorial representations, tables, graphs, and steps and rules. 1. Vocabulary with visual representation or context 3. Analyze word problems and justify by responding orally or written including strategies such as 5-Step problem solving and QRIS **4**

 S234077

### Strategy Rationale

A math journal, or problem solving notebook, is a book in which students record their solutions to math problems, along with the strategy and thought processes used to arrive at the solution. Journals also serve as invaluable assessment resources that can inform classroom instruction. Reviewing a student's math journal provides a useful insight into what a child understands, how s/he approaches ideas and what misconceptions s/he has.

### Action Step 1 **5**

Implement Math Journals during instruction throughout all math classes

#### Person Responsible

Denise O'Connor

#### Schedule

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

#### Evidence of Completion

Lesson Plans, Teacher Data Chats, and Observations

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

Lesson plan checks, Teacher Observation and Data Chats

**Person Responsible**

Denise O'Connor

**Schedule**

Monthly, from 8/24/2016 to 6/2/2017

**Evidence of Completion**

lobservation Logs, Teacher Data Chat Logs, PLC Notes

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

FSQ, USA, Diagnostic and FSA Assessments

**Person Responsible**

Denise O'Connor

**Schedule**

Quarterly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Item Analysis, EDW and Performance Reports, FSA Reports



**G1.B1.S2** Implement hands-on activities at least once a week to ensure that students make connections using a multi sensory approach to learning. 4

S234078

### Strategy Rationale

The use of manipulatives in teaching mathematics has a long tradition and solid research history. Manipulatives not only allow students to construct their own cognitive models for abstract mathematical ideas and processes, they also provide a common language with which to communicate these models to the teacher and other students. In addition to the ability of manipulatives to aid directly in the cognitive process, manipulatives have the additional advantage of engaging students and increasing both interest in and enjoyment of mathematics. Students who are presented with the opportunity to use manipulatives report that they are more interested in mathematics. Long-term interest in mathematics translates to increased mathematical ability (Sutton & Krueger, 2002).

### Action Step 1 5

Hands-On Activities

#### Person Responsible

Denise O'Connor

#### Schedule

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

#### Evidence of Completion

Unit and Lesson Plans

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

Lesson plan checks, Teacher Observation and Data Chats

#### Person Responsible

Denise O'Connor

#### Schedule

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

#### Evidence of Completion

lobservation Logs, Teacher Data Chat Logs, PLC Notes

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

FSQ, USA, Diagnostic and FSA 2017

**Person Responsible**

Denise O'Connor

**Schedule**

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

**Evidence of Completion**

EDW and Performance Matters Reports, Item Analysis, FSA Reports

**G1.B1.S3** 6th Grade Social Studies teachers will implement Civics (government themed) bell ringers with Ancient History content to ensure some prior knowledge for next year's Civics students. 4

 S234079

**Strategy Rationale**

Many of our students take 7th Grade Civics, and have no idea that it is a course whose main focus is steeped in knowledge of American Government. The principles from which the founding fathers borrowed their ideas from came from different world civilization. Our 6th grade teachers will use those principles to give some prior knowledge to our incoming 7th graders.

**Action Step 1** 5

Implement Government (Civics) related bell ringers in 6th Grade Curriculum to give our future 7th graders some prior knowledge.

**Person Responsible**

Michael Zitner

**Schedule**

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

**Evidence of Completion**

Michael Zitner, Assistant Principal

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Lesson Plan Checks, teacher observation, and data chats

**Person Responsible**

Michael Zitner

**Schedule**

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

***Evidence of Completion***

Lesson plans, iobservation, and PLC's

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Classroom walkthroughs, Lesson Plans, PLC

**Person Responsible**

Michael Zitner

**Schedule**

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

***Evidence of Completion***

iObservation feedback, lesson plans, and PLC notes, and agendas

**G1.B1.S4** The Social Studies department will spend 1 day a week focusing on Reading and ELA standards, through a Social Studies content article provided by the PLC director. Each article will be grade and content specific, and will align with the scope and sequence for ELA, and Social Studies. 4

S234080

### Strategy Rationale

Social Studies teachers felt that students knew many of their classes were not a "tested" subject area, and it gave them the feeling of an inferior class. The teachers volunteered to work with the students to support Language Arts and Reading, by infusing weekly articles with Social Studies Content. The articles will be grade, and content specific and will be provided by our PLC instructor to make sure that they align with Reading and Language Arts Standards.

### Action Step 1 5

Reinforcing Literacy through Social Studies

#### Person Responsible

Michael Zitner

#### Schedule

Weekly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Lesson Plans, iObservation, PLC's

### Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Lesson Plan Checks, Observations, Teacher/Admin data chats, PLC's

#### Person Responsible

Michael Zitner

#### Schedule

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

#### Evidence of Completion

lesson plans, iObservations, PLC's

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Lesson Plans, teacher/admin data chats, PLC's, observations

**Person Responsible**

Michael Zitner

**Schedule**

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

***Evidence of Completion***

lesson plan checks, iObservation, PLC sign in's and agendas

**G1.B1.S5** ELA & Reading - Diversify the materials and resources used in the classroom for instruction. "Front-load" the students (more visuals and use of language assistance; translators and dictionaries). Availability of various types and genres of text in classroom. 4

S234081

### Strategy Rationale

According to Robert Marzano, "What students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content" (2004, p. 1). John Guthrie is equally adamant as he writes about comprehension as impossible without prior knowledge (2008, p. 11), and the National Research Council states definitively, "All learning involves transfer from previous experiences. Even initial learning involves transfer that is based on previous experiences and prior knowledge" (2000, p. 236). -from "Overcoming Textbook Fatigue" by R.C. Lent (2012)

### Action Step 1 5

ELA and Reading Teachers will use materials to build background knowledge from multimedia and classroom library resources will support the topics/content taught.

#### Person Responsible

Shannon Grice

#### Schedule

Every 6 Weeks, from 9/12/2016 to 6/1/2017

#### Evidence of Completion

Lesson plans, Admin. Observations, Collegial Planning Notes for lesson development

### Action Step 2 5

Intensive Reading Teachers will support ELA Department by covering the same standards during the same time frame but with different resources.

#### Person Responsible

Shannon Grice

#### Schedule

Every 6 Weeks, from 9/12/2016 to 6/1/2017

#### Evidence of Completion

Lesson plans, Admin. Observations, Collegial Planning Notes for lesson development; Unit Plans and Pacing Calendars

**Action Step 3** 5

Social Studies teachers will support the ELA Department by covering the same standing during the same time frame by with content resources.

**Person Responsible**

Michael Zitner

**Schedule**

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

**Evidence of Completion**

Lesson Plans, Admin Observations, PLC 1 Notes for lesson development, Unit plans, and pacing schedules.

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Collegial Planning (Professional Learning Community2) will take place weekly with the dept/grade level collaborating on weekly lesson planning and sharing resources. Classroom Walkthroughs will be conducted by administration.

**Person Responsible**

Shannon Grice

**Schedule**

Every 6 Weeks, from 9/26/2016 to 6/1/2017

**Evidence of Completion**

Unit Plans and Lesson Plans along with evidence on learning goal scales; notes from PLC 2 meetings; Agendas and notes from PLC 1 meetings; Administrative Observations.

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

PLC's, will take place weekly with the dept/grade level collaborating on weekly lesson planning and sharing resources. Classroom walkthroughs will be conducted by administration.

**Person Responsible**

Michael Zitner

**Schedule**

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

**Evidence of Completion**

Unit plans and lesson plans along with evidence on learning goal scales; notes from PLC meetings, Agendas and notes from PLC meetings, and iObservation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

Collegial Planning (Professional Learning Community2) will take place weekly with the dept/grade level collaborating on weekly lesson planning and sharing resources. Classroom Walkthroughs will be conducted by administration.

**Person Responsible**

Shannon Grice

**Schedule**

Every 6 Weeks, from 9/12/2016 to 6/2/2017

**Evidence of Completion**

Unit plans and lesson plans along with evidence on learning goal scales; notes from PLC meetings, Agendas and notes from PLC meetings, and iObservation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

PLC's will take place weekly with the dept/grade level collaborating on weekly lesson planning and sharing resources. Classroom Walkthroughs will be conducted by administration.

**Person Responsible**

Michael Zitner

**Schedule**

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

**Evidence of Completion**

Unit plans and lesson plans along with evidence on learning goal scales; notes from PLC meetings, Agendas and notes from PLC meetings, and iObservation.



**G1.B1.S6** All four core content areas will implement extended learning opportunities, before and after school, and on Saturdays. 4

S234082

### Strategy Rationale

Students come to school from a variety of different backgrounds and experiences. Black, Hispanic, American Indian/Alaska Native, and children from low-income households often enter kindergarten less prepared than their white middle-class counterparts and often lag behind in school throughout adolescence. For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day. Expanding access to afterschool and other extended learning programs which engage and enrich students will provide many more of our students with firm foundations for success. And it will help reduce stress on many working parents to know their children are safe and supervised.

—NEA President Dennis Van Roekel

### Action Step 1 5

Afterschool, Morning, and Saturday tutorial for Science, Social Studies, Math, and ELA

#### Person Responsible

Denise O'Connor

#### Schedule

Weekly, from 10/17/2016 to 6/2/2017

#### Evidence of Completion

Lesson Plans, Class Rosters, and Sign in Sheets

### Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Class Rosters, Lesson Plans, Sign in sheets

#### Person Responsible

Denise O'Connor

#### Schedule

Weekly, from 10/17/2016 to 6/2/2017

#### Evidence of Completion

FSQ and USA data diagnostics, reflection sheet, and FSA data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6** 7

Lesson Plans, Class Rosters, Sign in Sheets

**Person Responsible**

Denise O'Connor

**Schedule**

Weekly, from 10/17/2016 to 6/2/2017

***Evidence of Completion***

FSQ, USA, and County Diagnostics, and FSA Data

**G1.B2** Teacher knowledge of new standards, rigor and implementation of effective strategies to meet the need of all students **2**

 B221861

**G1.B2.S1** Science Teachers will: Use graphic organizers and interactive notebooks to assist in planning writing. Require response to reading in writing with using evidence from the text. **4**

 S234083

### Strategy Rationale

"Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. Graphic organizers are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content. In a variety of formats dependent upon the task, graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel or article. Because they help the learner make connections and structure thinking, students often turn to graphic organizers for writing projects."

from: <http://www.inspiration.com/visual-learning/graphic-organizers>

"Teaching and Learning with Graphic Organizers"

"The interactive science notebook (ISN) is a perfect opportunity for science educators to encapsulate and promote the most cutting-edge constructivist teaching strategies while simultaneously addressing standards, differentiation of instruction, literacy development, and maintenance of an organized notebook as laboratory and field scientists do. Students then have a packaged notebook representing all of their learning throughout the year."

from: <http://www.nsta.org/publications/news/story.aspx?id=51882>

"Using Interactive Notebooks for Inquiry-Based Science"

### Action Step 1 **5**

Use of Interactive Notebooks, Station Teaching and Mini Labs

#### **Person Responsible**

Kareem Thompson

#### **Schedule**

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

#### **Evidence of Completion**

Student samples, classroom walkthrough data

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Use of student Interactive Notebooks, Station Teaching, and Mini labs

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Samples of students interactive notebooks, observations, and pictures will be collected from teachers as evidence

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

Observations, Lesson Plans and Surveys

**Person Responsible**

Kareem Thompson

**Schedule**

Every 6 Weeks, from 9/12/2016 to 5/29/2017

**Evidence of Completion**

Lesson plans and unit plans, lobservation summaries, surveys

**G1.B2.S2** Implement schoolwide Professional Learning Communities for the purpose of: •Unpacking standards and Developing Learning Goals & Scales to include student evidence performance indicators •Unit & Lesson Plan Development •Common Assessment Development •Data Feedback Strategies -Item analysis, correct instruction, problem –solving for enrichment and interventions via small group instruction) 4

S234084

### Strategy Rationale

A professional learning community (PLC) involves much more than a staff meeting or group of teachers getting together to discuss a book they've read. Instead, a PLC represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. Called "the most powerful professional development and change strategy available," PLCs, when done well, lead to reliable growth in student learning.

In a nutshell, PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.

- Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students.
- These teams select evidence-based instructional strategies for meeting the standards.
- Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning.
- Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning.
- Teams review student work and discuss student understanding of the standards.
- Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies.

[http://www.educationworld.com/a\\_admin/best-practices-for-professional-learning-communities.shtml](http://www.educationworld.com/a_admin/best-practices-for-professional-learning-communities.shtml)

### Action Step 1 5

Professional Learning Communities

#### Person Responsible

Denise O'Connor

#### Schedule

Weekly, from 8/29/2016 to 6/2/2017

#### Evidence of Completion

PLC Agendas, Unit and Lesson Plans, Item Analysis, Standards in Practice Work Samples, Learning Goals and Scales

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Administrator will attend meeting and work collaboratively with teachers

**Person Responsible**

Denise O'Connor

**Schedule**

Weekly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

PLC Agendas, Unit and Lesson Plans, Item Analysis, Standards in Practice Work Samples, Learning Goals and Scales

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Administration will attend and work collaboratively with the teachers

**Person Responsible**

Denise O'Connor

**Schedule**

Weekly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

PLC Agendas, Unit and Lesson Plans, Item Analysis, Standards in Practice Work Samples, Learning Goals and Scales

**G1.B2.S3** Each nine week the Math department will develop a real world project for students to connect math concepts taught to a real life experiences. 4

S234085

### Strategy Rationale

Project-Based Learning activities offer a different approach to learning in scope and depth. PBL lessons are intended to build upon your previous knowledge and offer a unique opportunity to utilize it.

In real life, problems do not always have clear solutions; there are no answers available in the back of the book. There may be several paths to choose from, each with their own advantages. Try to work with your teammates through any unexpected difficulties as they arise. Additionally, you'll often find these problems will stray from mathematics into other disciplines such as Science or Social Studies. This is encouraged and should make the project even more meaningful.

Truly, these activities should expose you to real world problem solving experiences as you rely on the work of others and face deadlines. Project Based Learning situations can provide you with important social skills that you will carry with you into the future.

<http://www.realworldmath.org/project-based-learning.html>

### Action Step 1 5

Real World Math Projects

#### Person Responsible

Denise O'Connor

#### Schedule

Quarterly, from 10/2/2016 to 6/2/2017

#### Evidence of Completion

Standard and Practice Steps from PLC 2 and Student Samples

### Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administration will attend PLC 2 and work collaboratively with teachers

#### Person Responsible

Denise O'Connor

#### Schedule

Quarterly, from 10/3/2016 to 6/2/2017

#### Evidence of Completion

Standard and Practice Steps from PLC 2 and Student Samples

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Administration will attend PLC 2 and work collaboratively with teachers

**Person Responsible**

Denise O'Connor

**Schedule**

Quarterly, from 10/3/2016 to 6/2/2017

**Evidence of Completion**

Standard and Practice Steps from PLC 2 and Student Samples

**G1.B2.S4** Ongoing relevant Professional Development will be provided to Science Teachers in assisting them with implementation of effective teaching strategies such as interactive notebooks, small group instructional practices, data monitoring and other engagement strategies like station teaching. 4

 S234086

**Strategy Rationale**

The evidence linking good professional development and increased student achievement is growing (Sparks & Hirsh, 2000). We would like for our professional development to focus on critical elements that impact the learning from which teachers, and ultimately students, will benefit.

**Action Step 1** 5

Professional Development Ongoing

**Person Responsible**

Kareem Thompson

**Schedule**

Every 2 Months, from 9/15/2016 to 5/31/2017

**Evidence of Completion**



**Plan to Monitor Fidelity of Implementation of G1.B2.S4** 6

Teacher feedback through surveys, Observations, PD Exit slips

**Person Responsible**

Kareem Thompson

**Schedule**

On 6/2/2017

***Evidence of Completion***

Evidence to include: Teacher implementation, student achievement data, lesson plans, feedback to teacher using observation tool (IObservation)

**Plan to Monitor Effectiveness of Implementation of G1.B2.S4** 7

Gathering of Teacher reflection, student achievement data, and student feedback

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 9/14/2016 to 6/2/2017

***Evidence of Completion***

Student Surveys Teacher Surveys Achievement Data

**G1.B2.S5** Ongoing relevant resources will be provided to the Social Studies Teachers in assisting them with the implementation of teaching effective Civics strategies specified strictly for the Florida Civics EOC, and the Florida Standards. 4

S234087

### Strategy Rationale

Gateway to American Government: The Bridge to Success on Florida's Civics Test is 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.

### Action Step 1 5

The purchase of 100 textbooks of Gateway to American Government

#### Person Responsible

Michael Zitner

#### Schedule

On 9/1/2016

#### Evidence of Completion

USA's, Winter Diagnostics, and Civics EOC scores

### Plan to Monitor Fidelity of Implementation of G1.B2.S5 6

Lesson Plans, teacher observations, admin/teacher data chats, and PLC's

#### Person Responsible

Michael Zitner

#### Schedule

Monthly, from 9/19/2016 to 6/2/2017

#### Evidence of Completion

Lesson Plan checks, iObservation, data chats, and PLC agendas

**Plan to Monitor Effectiveness of Implementation of G1.B2.S5** 7

teacher Observations, lesson plans, and PLC's

**Person Responsible**

Michael Zitner

**Schedule**

On 6/2/2017

***Evidence of Completion***

Lesson plan checks, iObservation, and PLC agendas

**G1.B2.S6** Purchase a .5 Professional Learning Communities Facilitator ( Learning Team Facilitator) **4**

 S234088

### Strategy Rationale

A professional learning community (PLC) involves much more than a staff meeting or group of teachers getting together to discuss a book they've read. Instead, a PLC represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. Called "the most powerful professional development and change strategy available," PLCs, when done well, lead to reliable growth in student learning.

In a nutshell, PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.

- Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students.
- These teams select evidence-based instructional strategies for meeting the standards.
- Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning.
- Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning.
- Teams review student work and discuss student understanding of the standards.
- Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies.

[http://www.educationworld.com/a\\_admin/best-practices-for-professional-learning-communities.shtml](http://www.educationworld.com/a_admin/best-practices-for-professional-learning-communities.shtml)

### Action Step 1 **5**

PLC Facilitator

#### **Person Responsible**

Kawona Burrell

#### **Schedule**

Weekly, from 8/29/2016 to 6/2/2017

#### **Evidence of Completion**

PLC 2 Agendas and supporting documentation

**G1.B4** Poor parental involvement and support **2**

 B221863

**G1.B4.S1** Implement Parent Workshop "Cougar University" during flexible days, times and locations in order to meeting the need of all parents. Workshops will base based on the following topics: • Math • Reading • Writing • Social Studies • Science • Magnet/Choice Options **4**

 S234090

**Strategy Rationale**

Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

1. Create a home environment that encourages learning
2. Express high (but not unrealistic) expectations for their children's achievement and future careers
3. Become involved in their children's education at school and in the community (p. 160)

**Action Step 1** **5**

Cougar University

**Person Responsible**

Denise O'Connor

**Schedule**

Every 2 Months, from 9/6/2016 to 6/2/2017

**Evidence of Completion**

Cougar University Agendas, Sign-in Sheets, Resources and Materials, Parent Survey

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** **6**

Cougar University

**Person Responsible**

Denise O'Connor

**Schedule**

Every 2 Months, from 9/6/2016 to 6/2/2017

**Evidence of Completion**

Cougar University Agendas, Sign-in Sheets, Resources and Materials, Parent Survey

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Cougar University

**Person Responsible**

Denise O'Connor

**Schedule**

Every 2 Months, from 9/6/2016 to 6/2/2017

**Evidence of Completion**

Cougar University Agendas, Sign-in Sheets, Resources and Materials, Parent Survey

**G1.B5 Insufficient resources available** 2

 B221864

**G1.B5.S1** As A Choice Department, teachers will focus on research skills and incorporate reading strategies such as focus on central questions, project-topical research, development of foldables, vocabulary terms, deeper reading methods, and anchor charts 4

 S234092

**Strategy Rationale**

Supporting School-wide Reading and Math Initiative with the use of supplemental programs (IXL, Reading Plus, etc.)

**Action Step 1** 5

Use of journals, electronic supplemental programs, and other methods to monitor strategies

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Teacher and Student Samples; Administrative Walkthroughs

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Classroom Walkthroughs and Data Chats

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Student and Teacher samples will be collected during data chats with the teacher; Teacher observation data

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Ongoing chats and discussions through Collegial and Learning Team Meetings will assist with monitoring for effectiveness

**Person Responsible**

Kareem Thompson

**Schedule**

Monthly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Teacher submitted student samples, school-wide data sources

**G1.B5.S2** As an Electives Department, teachers will focus on reading, and math skills and will incorporate strategies that will support the Reading, ELA, and math standards. 4

S234093

### Strategy Rationale

Supporting School-wide Reading and Math Initiative with the use of supplemental programs (IXL, Reading Plus, etc.)

### Action Step 1 5

Elective Teachers will support, Math, ELA, and Reading throughout the school year by incorporating daily, and weekly strategies to strengthen students background knowledge.

#### Person Responsible

Michael Zitner

#### Schedule

On 6/2/2017

#### Evidence of Completion

Lesson Plans, tracking sheets, and PLC meeting agendas, and sign in sheets.

### Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Lesson Plans, Observations, Teacher/Admin data chats, student tracking sheets

#### Person Responsible

#### Schedule

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

#### Evidence of Completion

Lesson plan checks, iObservation, Teacher/Admin data checks, and PLC's Agenda and sign in sheets.



**Plan to Monitor Effectiveness of Implementation of G1.B5.S2** 7

Lesson Plans, Teacher Observations, PLC's

**Person Responsible**

Michael Zitner

**Schedule**

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

**Evidence of Completion**

Lesson plan checks, PLC agendas, iObservation

**G1.B6 Getting students engaged in the content** 2

B221865

**G1.B6.S1** School will identify an Inclusion Focus Committee to assist in aligning and providing effective inclusion support services. Administration and Team will review CSI (Collaborative Support Services) Plan, Scheduling, and logs. Team will also recommend ongoing professional development and /or job embed training. 4

S234094

**Strategy Rationale**

School-wide efforts to implement and improve inclusive practices, as measured by BPIE

**Action Step 1** 5

Focus Committee to identify effective strategies to improve practices

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Review data sources such as logs, reports, and feedback (parent/students)

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 9/26/2016 to 6/2/2017

**Evidence of Completion**

Collection of CSI logs, reports, and feedback/input docs (teacher/parent/students)

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Team will meet quarterly to address effectiveness and identify strategies

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Monitoring items such as CSI logs, parent input (IEP), and observation data

**G1.B6.S2** The Social Studies Department will implement a mandatory interactive notebook that will include: content area passages, work, USA, vocabulary, note taking, written responses, and tracking their assessments. 4

S234095

### Strategy Rationale

Interactive notebooks reach out to students, inviting them to be active participants in their learning. Many students are accustomed to filling out blanks on a worksheet or laboriously copying teacher-written notes from the board or the overhead. The Interactive Student Notebook changes that. At the beginning of a lesson, students are “hooked” with a Preview assignment that taps into their own experiences and prior knowledge. Then students are encouraged to accurately record Reading Notes for a purpose—searching for implications or assumptions, identifying main ideas, providing supporting details, interpreting information. They will use this information during Processing assignments that challenge them to really think and apply what they have learned. As a result, students become more creative, more independent thinkers. They encourage students to use a variety of intelligences, not just linguistic intelligence. Conventional student notebooks may work for motivated students with strong linguistic skills, but they do not work as well for students with other predominant intelligences. In the Interactive Student Notebook, students approach understanding in many ways. They can tap into their visual intelligence through such elements as graphs, maps, illustrations, pictowords, and visual metaphors; their musical intelligence by composing song lyrics or reacting to a piece of music; their intrapersonal intelligence by reflecting on the ways social studies topics affect them personally; their interpersonal intelligence by recording group discussions and group project notes; and their logical-mathematical intelligence through sequencing and the use of spectrums, graphs, and charts. (teachers curriculum institute)

### Action Step 1 5

Interactive Notebooks or binders for all Social Studies students

#### Person Responsible

Michael Zitner

#### Schedule

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

#### Evidence of Completion

lesson plans, and observations

**Plan to Monitor Fidelity of Implementation of G1.B6.S2** 6

classroom walkthroughs, lesson plans, PLC's

**Person Responsible**

Michael Zitner

**Schedule**

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

***Evidence of Completion***

iObservations, lesson plan checks, PLC agendas and sign ins

**Plan to Monitor Effectiveness of Implementation of G1.B6.S2** 7

Lesson plans, classroom walkthroughs and observations, PLC's

**Person Responsible**

Michael Zitner

**Schedule**

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

***Evidence of Completion***

lesson plan checks, iObservation, PLC agenda, and sign ins

**G1.B7** Lack of knowledge on how to effectively implement small group - data driven instruction (time management, resources, monitoring, forming groups). 2

B221866

**G1.B7.S1** ELA and Reading Teachers will implement small group instruction daily. Instruction will be standards based and tailored to the needs of the students in the group which will be determined by data.

4

S234096

### Strategy Rationale

Small-group instruction offers an environment for teachers to provide students extensive opportunities to express what they know and receive feedback from other students and the teacher. Instructional conversations are easier to conduct and support with a small group of students (Goldenberg, 1993).

### Action Step 1 5

ELA Teachers will administer daily small group direct instruction based on the students area of need.

#### Person Responsible

Kawona Burrell

#### Schedule

Monthly, from 9/12/2016 to 6/1/2017

#### Evidence of Completion

Agenda Sign ins for PD; Small Group Strategic Grouping Forms; Administrative Walkthroughs, Data Tracking on PBPA; FSQ; USA

### Action Step 2 5

Intensive Reading implement Guided Reading Instruction (System 44 Program and Fountas and Pinnell)

#### Person Responsible

Cynthia Jackson

#### Schedule

Monthly, from 9/12/2016 to 6/1/2017

#### Evidence of Completion

Agenda Sign ins for PD; Small Group Strategic Grouping Forms; Administrative Walkthroughs, Data Tracking on Reading Running Records and SPI (Scholastic Phonics Inventory)

**Action Step 3** 5

Small Group Instruction push ins for ELA classes

**Person Responsible**

Shannon Grice

**Schedule**

Monthly, from 9/19/2016 to 5/30/2017

**Evidence of Completion**

coaches logs; Data (FSQ, USA, PBPA)

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Administrative Walk throughs - support grouping and instruction through collegial planning times (PLC2s) Data Grouping through PLC1.

**Person Responsible**

Shannon Grice

**Schedule**

Monthly, from 9/12/2016 to 6/1/2017

**Evidence of Completion**

Unit Plans; Strategic small group forms; Lesson Plans: Feedback on Observations

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Administrative Walk throughs - support grouping and instruction through collegial planning times (PLC2s) Data Grouping through PLC1.

**Person Responsible**

Shannon Grice

**Schedule**

Biweekly, from 9/12/2016 to 6/1/2017

**Evidence of Completion**

Unit Plans; Strategic small group forms; Lesson Plans: Feedback on Observations

**G1.B7.S2** Science Teachers need assist in understanding the use "small group instruction" as a strategy

4

 S234097

**Strategy Rationale**

Research into the effectiveness of mathematics education by the Institute of Education Sciences in 2010 (Slavin, Lake, and Groff) found that programs that are designed to change daily instructional practices and implement differentiating instruction strategies are most effective. Their research also discovered that small group instruction and cooperative learning have a significant impact on student achievement. Teachers need to know how to prepare students to operate within a small group instruction model, which takes time and patience.

**Action Step 1** 5

Providing professional development on the use small group instruction.

**Person Responsible**

Kareem Thompson

**Schedule**

Every 2 Months, from 9/14/2016 to 6/2/2017

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B7.S2** 6

Monitoring through observation

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 9/15/2016 to 6/2/2017

***Evidence of Completion***

Observation will yield implementation of small groups. Teacher feedback will be entered in IObservation and Admin/Teacher Data Chats

**Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7**

Walkthroughs, Data Chats

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 9/14/2016 to 6/2/2017

**Evidence of Completion**

Evidence of effectiveness will be reviewed through student data, teacher feedback and student surveys

**G1.B7.S3** Social Studies teachers will implement small group instruction once a week. Social Studies teachers will also need assistance in understanding how to use "small group instruction" as a strategy.

4

 S234098

**Strategy Rationale**

Diller (2003) encourages teachers to incorporate literacy work stations into the small group instruction or guided reading block as a management tool and hands on learning that engages students. The emphasis in literacy work stations is on initial teacher modeling and students taking responsibility for their own learning. All students get to participate in literacy work stations for equal amounts of time with materials that are differentiated for students with varying needs and reading levels.

**Action Step 1 5**

Lesson Plans, Observations, PLC's

**Person Responsible**

Michael Zitner

**Schedule**

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

**Evidence of Completion**

Lesson Plan Checks, iObservation, PLC Agenda & sign ins



**Plan to Monitor Fidelity of Implementation of G1.B7.S3** 6

Lesson Plans, formal/informal Observations, PLC's

**Person Responsible**

Michael Zitner

**Schedule**

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

***Evidence of Completion***

Lesson Plan Checks, Unit Plans, iObservation, PLC Agendas & sign ins

**Plan to Monitor Effectiveness of Implementation of G1.B7.S3** 7

Lesson Plans, formal/informal observations, PLC's

**Person Responsible**

Michael Zitner

**Schedule**

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

***Evidence of Completion***

iObservation, Lesson Plan Checks, PLC Agenda's and Sign ins

**G1.B7.S4** Implement small group rotation twice a week to include: Teacher-led data driven Instruction, Individualized Online Instruction ( IXL, Khan Academy) and Individual and/or partner X 2 Collaboration

4

S234099

### Strategy Rationale

Research into the effectiveness of mathematics education by the Institute of Education Sciences in 2010 (Slavin, Lake, and Groff) found that programs that are designed to change daily instructional practices and implement differentiating instruction strategies are most effective. Their research also discovered that small group instruction and cooperative learning have a significant impact on student achievement.

### Action Step 1 5

Small Group Differentiated Instruction

#### Person Responsible

Denise O'Connor

#### Schedule

Weekly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Lesson Plans, Item Analysis Data with Small Group Listing

### Plan to Monitor Fidelity of Implementation of G1.B7.S4 6

Classroom Observations

#### Person Responsible

Denise O'Connor

#### Schedule

Weekly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

lobservation Reports and Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B7.S4** 7

Classroom Observations

**Person Responsible**

Denise O'Connor

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

lobservation reports and Lesson Plans

**G2.** If we provide a positive and supportive climate, then we will ensure high school readiness. 1

G083598

**G2.B1** Lack of teacher and staff committment and participation in school initiatives and incentives 2

B221867

**G2.B1.S1** Enhancing our School Wide Positive Behavior Support Team (SWPS) 4

S234100

### Strategy Rationale

The SWPBS team allows for our school to build a cadre of teacher "culture" leaders. The group consists of key influencers. We will empower the team to set the school's climate and culture goals, plan campus climate and culture initiatives, help ensure consistency, and be the continued voice for their colleagues.

### Action Step 1 5

Regular Team meetings to discuss school-wide culture/climate concerns using data, feedback, and other sources

#### Person Responsible

Michael Zitner

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Agenda, Surveys, Data Reports, EDW discipline dashboard

### Action Step 2 5

Implementation of Student Incentives (Cougar Cash & PAWS of Fame)

#### Person Responsible

Michael Zitner

#### Schedule

Biweekly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Cougars cash tickets and Teacher Submissions , drawing results, student signatures.

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

Regular Team meetings to discuss school-wide culture/climate concerns using data, feedback, and other sources

**Person Responsible**

Michael Zitner

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Agenda, Surveys, Data Reports, EDW discipline dashboard

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

Regular Team meetings to discuss school-wide culture/climate concerns using data, feedback, and other sources

**Person Responsible**

Michael Zitner

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Agenda, Surveys, Data Reports, EDW discipline dashboard

**G2.B1.S2 Implement Teacher Recognition and Incentive Program "Cougarlations" 4**

S234101

**Strategy Rationale**

To increase the likelihood that staff consistently use SWPBS practices in their daily routines, the school should plan for ways of reinforcing their faculty and staff for making these changes in their behavior. This is facilitated through submissions by staff of recognizing their colleagues for things of gratitude.

**Action Step 1 5**

Teachers will nominate colleagues who demonstrate behaviors that assist in the well being of others. A drawing will then occur in which 2 to 3 individuals will receive an incentive.

**Person Responsible**

Kareem Thompson

**Schedule**

Monthly, from 9/15/2016 to 6/2/2017

**Evidence of Completion**

Nomination slips, bulletin board for display

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Monitor will take place by observing the number of nominations posted on bulletin board, prior to drawing monthly.

**Person Responsible**

Kareem Thompson

**Schedule**

Monthly, from 9/15/2016 to 6/2/2017

**Evidence of Completion**

Bulletin Board Display and number of slips submitted monthly

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Survey will be provided to teachers

**Person Responsible**

Kareem Thompson

**Schedule**

Monthly, from 9/15/2016 to 6/2/2017

**Evidence of Completion**

Survey will depict the effectiveness of the program based on teacher feedback provided

**G2.B3** Lack of parent participation 2

 B221869

**G2.B3.S1** Student performances at parent events/professional development to increase attendance. 4

 S234105

**Strategy Rationale**

Families that participate in events positively influence the educational achievements of their teens. from "How Parent Involvement Effects Student Achievement, CPE, (2011).

**Action Step 1** 5

Various clubs and groups and fine arts classes to perform at Parent Nights to increase attendance.

**Person Responsible**

Shannon Grice

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

Sign in Sheets for parent nights

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

Various clubs and groups and fine arts classes to perform at Parent Nights to increase attendance.

**Person Responsible**

Shannon Grice

**Schedule**

Monthly, from 9/1/2016 to 6/1/2017

***Evidence of Completion***

Parent Sign in forms; Title I Parent Survey

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

Various clubs and groups and fine arts classes to perform at Parent Nights to increase attendance.

**Person Responsible**

Shannon Grice

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

Sign in sheets; Title I Family Survey



**G2.B3.S3** Provide professional development for teachers on how to get parents more involved in the classroom and also effective means of communication with parents. 4

S234107

### Strategy Rationale

“When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” That’s the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

### Action Step 1 5

Teachers will implement different strategies on how to get parents involved in the classroom and how to effectively communicate with parents.

#### Person Responsible

Shannon Grice

#### Schedule

Every 2 Months, from 9/19/2016 to 5/31/2017

#### Evidence of Completion

Title I Family Survey; SEQ; Surveys and Feedback forms

### Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Use Title I family survey results and SEQ parent results

#### Person Responsible

Shannon Grice

#### Schedule

Every 2 Months, from 9/19/2016 to 5/30/2017

#### Evidence of Completion

Feedback from parents formal (surveys; feedback forms after PD) and informal (open forums)

**Plan to Monitor Effectiveness of Implementation of G2.B3.S3** 7

Use Title I family survey results and SEQ parent results

**Person Responsible**

Shannon Grice

**Schedule**

Every 2 Months, from 9/19/2016 to 5/31/2017

***Evidence of Completion***

Feedback from parents formal (surveys; feedback forms after PD) and informal (open forums)

**G2.B4** Lack of resources to support student's social and emotional needs. **2**

 B221870

**G2.B4.S1** Implement small group counseling sessions to include topics such as: school success, attendance, conflict resolution, divorce, grief, and anger management. **4**

 S234108

**Strategy Rationale**

Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient, effective and positive way of providing direct service to students with academic, career and social/emotional developmental issues and situational concerns. By allowing individuals to develop insights into themselves and others, group counseling makes it possible for more students to achieve healthier personal adjustment, cope with the stress of a rapidly changing and complex environment and learn to communicate and cooperate with others. Research on group counseling suggests that this intervention is rather robust for a variety of academic, career and social/emotional concerns (Gerrity & DeLucia-Waack, 2007; McGannon, Carey, & Dimmitt, 2005; Paisley & Milsom, 2007; Whiston & Sexton, 1998).

**Action Step 1** **5**

Small Group Counseling Sessions

**Person Responsible**

Denise O'Connor

**Schedule**

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

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Guidance observations, Lesson plans, MTSS and MCUSA Logs

**Person Responsible**

Denise O'Connor

**Schedule**

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

**Evidence of Completion**

lobservation reports, MTSS Report, MCUSA Reports

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Guidance observations, Lesson plans, MTSS and MCUSA Logs

**Person Responsible**

Denise O'Connor

**Schedule**

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

**Evidence of Completion**

lobservation reports, MTSS Report, MCUSA Reports

**G2.B4.S2 Implement the Junior Classy Ladies Girls Mentoring Club** 4

S234109

**Strategy Rationale**

Congress Middle School has developed a mentoring group young ladies called, “ The Junior Classy Ladies” The mission of the mentoring group is to uplift and motivate our young women to aspire to higher personal and professional goals. Activities the will be implemented in this group include service learning and service advocacy by utilizing the principles of active listening, critical thinking, and public speaking, as well as, participate in civic engagements that emphasize sisterhood and scholarship. The focus on programs and activities that sharpen and enhance the skills of young by:

- ? promoting high levels of academic success
- ? assisting young women in proper goal setting
- ? developing compassionate, caring, community-minded young women, decision-making, and planning for the high school years and beyond.

**Action Step 1** 5

Junior Classy Ladies Mentoring Club

**Person Responsible**

Denise O'Connor

**Schedule**

Biweekly, from 9/21/2016 to 6/2/2017

**Evidence of Completion**

Meeting Agendas, Student Journals, Student Survey

**Plan to Monitor Fidelity of Implementation of G2.B4.S2** 6

Meeting Agendas, Student Journals, Student Survey

**Person Responsible**

Denise O'Connor

**Schedule**

Biweekly, from 9/21/2016 to 6/2/2017

**Evidence of Completion**

Meeting Agendas, Student Journals, Student Survey

**Plan to Monitor Effectiveness of Implementation of G2.B4.S2** 7

Meeting Agendas, Student Journals, Student Survey

**Person Responsible**

Denise O'Connor

**Schedule**

Biweekly, from 9/21/2016 to 6/2/2017

**Evidence of Completion**

Meeting Agendas, Student Journals, Student Survey

**G2.B4.S3** Implement the Boys and Blue Boys mentoring program 4

 S234110

**Strategy Rationale**

Boys AND Blue is a program that focuses on bringing the local police department into the community middle school in which they serve. In partnership with Boynton Beach Police department, a tutorial – one on one-program will be developed at Congress Middle School. The program will support the school's academic objectives in reading achievement with a focus on Civics and US History which are both tested (Civics in 7th, US History in 9th). An overarching focus will be on relationship building between the local police department and the middle school male students (grades 7 & 8) who reside in the community where they serve. The officers or mentors who join us will be working with your son in 7/8 grade student services on curriculum based standards for their Civics (7th) or US History (8th) grade class during their Elective period. Throughout the year, we will have various luncheons, banquets, and team building exercises for the boys and officers to work together. We will also have a meet the family gathering.

**Action Step 1** 5

Implement Boys and Blue Boys mentoring program

**Person Responsible**

Shannon Grice

**Schedule**

On 5/31/2017

**Evidence of Completion**

Student Surveys; Mentor surveys; Lesson Plans; Volunteer Sign in Sheets; Student sign in sheets

**Plan to Monitor Fidelity of Implementation of G2.B4.S3** 6

Quarterly forums; Surveys for Mentor and Mentees

**Person Responsible**

Shannon Grice

**Schedule**

Quarterly, from 10/3/2016 to 5/31/2017

***Evidence of Completion***

Student Surveys; Mentor surveys; Lesson Plans; Volunteer Sign in Sheets; Student sign in sheets

**Plan to Monitor Effectiveness of Implementation of G2.B4.S3** 7

Quarterly forums; Surveys for Mentor and Mentees

**Person Responsible**

**Schedule**

Quarterly, from 10/3/2016 to 5/31/2017

***Evidence of Completion***

Student Surveys; Mentor surveys; Lesson Plans; Volunteer Sign in Sheets; Student sign in sheets

**G2.B4.S4 Implement Safe Schools Ambassadors** 4

S234111

**Strategy Rationale**

At its core, the Safe School Ambassadors program is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. Student bystanders see, hear, and know things adults don't, can intervene in ways adults can't and are often on the scene of an incident before an adult. They are a critical and under-utilized resource for positively impacting the crisis of bullying in our schools.

**Action Step 1** 5

Implement Safe Schools Ambassadors Program

**Person Responsible**

Kareem Thompson

**Schedule**

Every 2 Months, from 10/15/2016 to 5/31/2017

**Evidence of Completion**

Surveys; Meeting Agenda & Sign-ins; Student Forms

**Plan to Monitor Fidelity of Implementation of G2.B4.S4** 6

Responses of Participants and Data (Behavior)

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 10/14/2016 to 5/26/2017

**Evidence of Completion**

Surveys; Student Forms; Meeting Notes



**Plan to Monitor Effectiveness of Implementation of G2.B4.S4** 7

Responses of Participants and Data (Behavior)

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 10/14/2016 to 5/31/2017

**Evidence of Completion**

Surveys; Feedback from Student forms; Conference notes

**G2.B4.S5** Investigate the implementation of a school wide bullying app 4

 S234112

**Strategy Rationale**

The traditional bullying prevention program is quickly becoming obsolete. Mobile technology has already transformed how our students learn inside the classroom and how they communicate outside of it. It has also transformed the way they bully each other. Unfortunately, most traditional bullying prevention programs have not kept pace with these changes, despite the big price tags that these programs often come with.

**Action Step 1** 5

Implement School App for reporting bullying

**Person Responsible**

Kareem Thompson

**Schedule**

Daily, from 10/14/2016 to 6/2/2017

**Evidence of Completion**

Usage Report and Bullying Incident Report

**Plan to Monitor Fidelity of Implementation of G2.B4.S5** 6

Ensure App aligns to school's vision and goals for creating a positive climate

**Person Responsible**

Kareem Thompson

**Schedule**

Quarterly, from 10/31/2016 to 6/2/2017

**Evidence of Completion**

App set up requirements for functionality; school information added; reference of school strategic goals

**Plan to Monitor Effectiveness of Implementation of G2.B4.S5** 7

Monitor and support student usage

**Person Responsible**

Kareem Thompson

**Schedule**

Every 3 Weeks, from 11/10/2016 to 6/2/2017

**Evidence of Completion**

usage reports; bullying alerts

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B2.S5.A1 A300849	The purchase of 100 textbooks of Gateway to American Government	Zitner, Michael	9/1/2016	USA's, Winter Diagnostics, and Civics EOC scores	9/1/2016 one-time
G2.B4.S4.MA1 M305345	Responses of Participants and Data (Behavior)	Thompson, Kareem	10/14/2016	Surveys; Student Forms; Meeting Notes	5/26/2017 quarterly
G1.B2.S1.MA1 M305292	Observations, Lesson Plans and Surveys	Thompson, Kareem	9/12/2016	Lesson plans and unit plans, lobservation summaries, surveys	5/29/2017 every-6-weeks
G1.B7.S1.A3 A300858	Small Group Instruction push ins for ELA classes	Grice, Shannon	9/19/2016	coaches logs; Data (FSQ, USA, PBPA)	5/30/2017 monthly
G2.B3.S3.MA1 M305337	Use Title I family survey results and SEQ parent results	Grice, Shannon	9/19/2016	Feedback from parents formal (surveys; feedback forms after PD) and informal (open forums)	5/30/2017 every-2-months
G2.B3.S1.MA1 M305334	Various clubs and groups and fine arts classes to perform at Parent Nights to increase attendance.	Grice, Shannon	9/1/2016	Sign in sheets; Title I Family Survey	5/31/2017 monthly
G2.B3.S1.A1 A300869	Various clubs and groups and fine arts classes to perform at Parent Nights to increase attendance.	Grice, Shannon	9/1/2016	Sign in Sheets for parent nights	5/31/2017 monthly
G2.B3.S3.MA1 M305336	Use Title I family survey results and SEQ parent results	Grice, Shannon	9/19/2016	Feedback from parents formal (surveys; feedback forms after PD) and informal (open forums)	5/31/2017 every-2-months
G2.B3.S3.A1 A300870	Teachers will implement different strategies on how to get parents involved in the classroom and...	Grice, Shannon	9/19/2016	Title I Family Survey; SEQ; Surveys and Feedback forms	5/31/2017 every-2-months
G2.B4.S3.MA1 M305342	Quarterly forums; Surveys for Mentor and Mentees		10/3/2016	Student Surveys; Mentor surveys; Lesson Plans; Volunteer Sign in Sheets; Student sign in sheets	5/31/2017 quarterly
G2.B4.S3.MA1 M305343	Quarterly forums; Surveys for Mentor and Mentees	Grice, Shannon	10/3/2016	Student Surveys; Mentor surveys; Lesson Plans; Volunteer Sign in Sheets; Student sign in sheets	5/31/2017 quarterly
G2.B4.S3.A1 A300873	Implement Boys and Blue Boys mentoring program	Grice, Shannon	10/3/2016	Student Surveys; Mentor surveys; Lesson Plans; Volunteer Sign in Sheets; Student sign in sheets	5/31/2017 one-time
G1.B2.S4.A1 A300848	Professional Development Ongoing	Thompson, Kareem	9/15/2016		5/31/2017 every-2-months
G2.B4.S4.MA1 M305344	Responses of Participants and Data (Behavior)	Thompson, Kareem	10/14/2016	Surveys; Feedback from Student forms; Conference notes	5/31/2017 quarterly
G2.B4.S4.A1 A300874	Implement Safe Schools Ambassadors Program	Thompson, Kareem	10/15/2016	Surveys; Meeting Agenda & Sign-ins; Student Forms	5/31/2017 every-2-months
G1.B7.S1.MA1 M305312	Administrative Walk throughs - support grouping and instruction through collegial planning times...	Grice, Shannon	9/12/2016	Unit Plans; Strategic small group forms; Lesson Plans: Feedback on Observations	6/1/2017 biweekly
G1.B7.S1.MA1 M305313	Administrative Walk throughs - support grouping and instruction through collegial planning times...	Grice, Shannon	9/12/2016	Unit Plans; Strategic small group forms; Lesson Plans: Feedback on Observations	6/1/2017 monthly
G1.B7.S1.A1 A300856	ELA Teachers will administer daily small group direct instruction based on the students area of...	Burrell, Kawona	9/12/2016	Agenda Sign ins for PD; Small Group Strategic Grouping Forms; Administrative Walkthroughs, Data Tracking on PBPA; FSQ; USA	6/1/2017 monthly
G1.B7.S1.A2 A300857	Intensive Reading implement Guided Reading Instruction (System 44 Program and Fountas and Pinnell)	Jackson, Cynthia	9/12/2016	Agenda Sign ins for PD; Small Group Strategic Grouping Forms; Administrative Walkthroughs, Data	6/1/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Tracking on Reading Running Records and SPI (Scholastic Phonics Inventory)	
G2.B3.S1.MA1 M305335	Various clubs and groups and fine arts classes to perform at Parent Nights to increase attendance.	Grice, Shannon	9/1/2016	Parent Sign in forms; Title I Parent Survey	6/1/2017 monthly
G1.B1.S5.MA1 M305288	Collegial Planning (Professional Learning Community2) will take place weekly with the dept/grade...	Grice, Shannon	9/26/2016	Unit Plans and Lesson Plans along with evidence on learning goal scales; notes from PLC 2 meetings; Agendas and notes from PLC 1 meetings; Administrative Observations.	6/1/2017 every-6-weeks
G1.B1.S5.A1 A300841	ELA and Reading Teachers will use materials to build background knowledge from multimedia and...	Grice, Shannon	9/12/2016	Lesson plans, Admin. Observations, Collegial Planning Notes for lesson development	6/1/2017 every-6-weeks
G1.B1.S5.A2 A300842	Intensive Reading Teachers will support ELA Department by covering the same standards during the...	Grice, Shannon	9/12/2016	Lesson plans, Admin. Observations, Collegial Planning Notes for lesson development; Unit Plans and Pacing Calendars	6/1/2017 every-6-weeks
G1.MA1 M305320	Classroom walkthroughs, lesson plan checks, Informal/formal observations, and assessment data	O'Connor, Denise	8/15/2016	iObservation reports, EDW and Performance Matters Reports, and PLC agendas	6/2/2017 quarterly
G1.MA2 M305321	Classroom walkthroughs, lesson plan collection and assessment data	Thompson, Kareem	9/14/2016	iObservation reports, EDW and Performance Matters Reports, and PLC agendas	6/2/2017 quarterly
G1.MA3 M305322	Classroom Walkthroughs, lesson plan checks, informal/formal observations, and assessment data	Zitner, Michael	8/15/2016	iObservation reports, EDW, and Performance Matters reports, and PLC agenda	6/2/2017 monthly
G1.MA4 M305323	Classroom Walkthroughs, lesson plan checks, informal observations, and assessment data	Grice, Shannon	10/17/2016	EDW, Performance Matters Reports, PLC agendas	6/2/2017 weekly
G2.MA1 M305348	Monitor parent support of school events including volunteering	O'Connor, Denise	9/1/2016	Volunteer log; parent sign in sheets; Title I Survey Results	6/2/2017 monthly
G2.MA2 M305349	Monitor usage of app to support school climate	Thompson, Kareem	10/13/2016	usage reports; bullying alerts	6/2/2017 monthly
G1.B1.S1.MA1 M305278	FSQ, USA, Diagnostic and FSA Assessments	O'Connor, Denise	9/1/2016	Item Analysis, EDW and Performance Reports, FSA Reports	6/2/2017 quarterly
G1.B1.S1.MA1 M305279	Lesson plan checks, Teacher Observation and Data Chats	O'Connor, Denise	8/24/2016	lobservation Logs, Teacher Data Chat Logs, PLC Notes	6/2/2017 monthly
G1.B1.S1.A1 A300837	Implement Math Journals during instruction throughout all math classes	O'Connor, Denise	8/17/2016	Lesson Plans, Teacher Data Chats, and Observations	6/2/2017 daily
G1.B2.S1.MA1 M305293	Use of student Interactive Notebooks, Station Teaching, and Mini labs	Thompson, Kareem	8/29/2016	Samples of students interactive notebooks, observations, and pictures will be collected from teachers as evidence	6/2/2017 quarterly
G1.B2.S1.A1 A300845	Use of Interactive Notebooks, Station Teaching and Mini Labs	Thompson, Kareem	9/12/2016	Student samples, classroom walkthrough data	6/2/2017 monthly
G1.B4.S1.MA1 M305302	Cougar University	O'Connor, Denise	9/6/2016	Cougar University Agendas, Sign-in Sheets, Resources and Materials, Parent Survey	6/2/2017 every-2-months
G1.B4.S1.MA1 M305303	Cougar University	O'Connor, Denise	9/6/2016	Cougar University Agendas, Sign-in Sheets, Resources and Materials, Parent Survey	6/2/2017 every-2-months
G1.B4.S1.A1 A300851	Cougar University	O'Connor, Denise	9/6/2016	Cougar University Agendas, Sign-in Sheets, Resources and Materials, Parent Survey	6/2/2017 every-2-months
G1.B5.S1.MA1 M305304	Ongoing chats and discussions through Collegial and Learning Team Meetings will assist with...	Thompson, Kareem	8/29/2016	Teacher submitted student samples, school-wide data sources	6/2/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.MA1 M305305	Classroom Walkthroughs and Data Chats	Thompson, Kareem	8/29/2016	Student and Teacher samples will be collected during data chats with the teacher; Teacher observation data	6/2/2017 quarterly
G1.B5.S1.A1 A300852	Use of journals, electronic supplemental programs, and other methods to monitor strategies	Thompson, Kareem	8/29/2016	Teacher and Student Samples; Administrative Walkthroughs	6/2/2017 quarterly
G1.B6.S1.MA1 M305308	Team will meet quarterly to address effectiveness and identify strategies	Thompson, Kareem	8/29/2016	Monitoring items such as CSI logs, parent input (IEP), and observation data	6/2/2017 quarterly
G1.B6.S1.MA1 M305309	Review data sources such as logs, reports, and feedback (parent/ students)	Thompson, Kareem	9/26/2016	Collection of CSI logs, reports, and feedback/input docs (teacher/parent/ students)	6/2/2017 quarterly
G1.B6.S1.A1 A300854	Focus Committee to identify effective strategies to improve practices	Thompson, Kareem	8/29/2016		6/2/2017 quarterly
G2.B1.S1.MA1 M305324	Regular Team meetings to discuss school-wide culture/climate concerns using data, feedback, and...	Zitner, Michael	8/22/2016	Agenda, Surveys, Data Reports, EDW discipline dashboard	6/2/2017 monthly
G2.B1.S1.MA1 M305325	Regular Team meetings to discuss school-wide culture/climate concerns using data, feedback, and...	Zitner, Michael	8/22/2016	Agenda, Surveys, Data Reports, EDW discipline dashboard	6/2/2017 monthly
G2.B1.S1.A1 A300862	Regular Team meetings to discuss school-wide culture/climate concerns using data, feedback, and...	Zitner, Michael	8/22/2016	Agenda, Surveys, Data Reports, EDW discipline dashboard	6/2/2017 monthly
G2.B1.S1.A2 A300863	Implementation of Student Incentives (Cougar Cash & PAWS of Fame)	Zitner, Michael	8/22/2016	Cougars cash tickets and Teacher Submissions , drawing results, student signatures.	6/2/2017 biweekly
G2.B4.S1.MA1 M305338	Guidance observations, Lesson plans, MTSS and MCUSA Logs	O'Connor, Denise	9/5/2016	lobservation reports, MTSS Report, MCUSA Reports	6/2/2017 weekly
G2.B4.S1.MA1 M305339	Guidance observations, Lesson plans, MTSS and MCUSA Logs	O'Connor, Denise	9/5/2016	lobservation reports, MTSS Report, MCUSA Reports	6/2/2017 weekly
G2.B4.S1.A1 A300871	Small Group Counseling Sessions	O'Connor, Denise	9/5/2016		6/2/2017 weekly
G1.B1.S2.MA1 M305280	FSQ, USA, Diagnostic and FSA 2017	O'Connor, Denise	9/5/2016	EDW and Performance Matters Reports, Item Analysis, FSA Reports	6/2/2017 monthly
G1.B1.S2.MA1 M305281	Lesson plan checks, Teacher Observation and Data Chats	O'Connor, Denise	8/15/2016	lobservation Logs, Teacher Data Chat Logs, PLC Notes	6/2/2017 monthly
G1.B1.S2.A1 A300838	Hands-On Activities	O'Connor, Denise	8/15/2016	Unit and Lesson Plans	6/2/2017 weekly
G1.B2.S2.MA1 M305294	Administration will attend and work collaboratively with the teachers	O'Connor, Denise	8/29/2016	PLC Agendas, Unit and Lesson Plans, Item Analysis, Standards in Practice Work Samples, Learning Goals and Scales	6/2/2017 weekly
G1.B2.S2.MA1 M305295	Administrator will attend meeting and work collaboratively with teachers	O'Connor, Denise	8/29/2016	PLC Agendas, Unit and Lesson Plans, Item Analysis, Standards in Practice Work Samples, Learning Goals and Scales	6/2/2017 weekly
G1.B2.S2.A1 A300846	Professional Learning Communities	O'Connor, Denise	8/29/2016	PLC Agendas, Unit and Lesson Plans, Item Analysis, Standards in Practice Work Samples, Learning Goals and Scales	6/2/2017 weekly
G1.B5.S2.MA1 M305306	Lesson Plans, Teacher Observations, PLC's	Zitner, Michael	8/15/2016	Lesson plan checks, PLC agendas, iObservation	6/2/2017 weekly
G1.B5.S2.MA1 M305307	Lesson Plans, Observations, Teacher/ Admin data chats, student tracking sheets		8/15/2016	Lesson plan checks, iObservation, Teacher/Admin data checks, and PLC's Agenda and sign in sheets.	6/2/2017 weekly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S2.A1 A300853	Elective Teachers will support, Math, ELA, and Reading throughout the school year by incorporating...	Zitner, Michael	8/15/2016	Lesson Plans, tracking sheets, and PLC meeting agendas, and sign in sheets.	6/2/2017 one-time
G1.B6.S2.MA1 M305310	Lesson plans, classroom walkthroughs and observations, PLC's	Zitner, Michael	8/15/2016	lesson plan checks, iObservation, PLC agenda, and sign ins	6/2/2017 monthly
G1.B6.S2.MA1 M305311	classroom walkthroughs, lesson plans, PLC's	Zitner, Michael	8/15/2016	iObservations, lesson plan checks, PLC agendas and sign ins	6/2/2017 monthly
G1.B6.S2.A1 A300855	Interactive Notebooks or binders for all Social Studies students	Zitner, Michael	8/15/2016	lesson plans, and observations	6/2/2017 quarterly
G1.B7.S2.MA1 M305314	Walkthroughs, Data Chats	Thompson, Kareem	9/14/2016	Evidence of effectiveness will be reviewed through student data, teacher feedback and student surveys	6/2/2017 quarterly
G1.B7.S2.MA1 M305315	Monitoring through observation	Thompson, Kareem	9/15/2016	Observation will yield implementation of small groups. Teacher feedback will be entered in IObservation and Admin/Teacher Data Chats	6/2/2017 quarterly
G1.B7.S2.A1 A300859	Providing professional development on the use small group instruction.	Thompson, Kareem	9/14/2016		6/2/2017 every-2-months
G2.B1.S2.MA1 M305326	Survey will be provided to teachers	Thompson, Kareem	9/15/2016	Survey will depict the effectiveness of the program based on teacher feedback provided	6/2/2017 monthly
G2.B1.S2.MA1 M305327	Monitor will take place by observing the number of nominations posted on bulletin board, prior to...	Thompson, Kareem	9/15/2016	Bulletin Board Display and number of slips submitted monthly	6/2/2017 monthly
G2.B1.S2.A1 A300864	Teachers will nominate colleagues who demonstrate behaviors that assist in the well being of...	Thompson, Kareem	9/15/2016	Nomination slips, bulletin board for display	6/2/2017 monthly
G2.B4.S2.MA1 M305340	Meeting Agendas, Student Journals, Student Survey	O'Connor, Denise	9/21/2016	Meeting Agendas, Student Journals, Student Survey	6/2/2017 biweekly
G2.B4.S2.MA1 M305341	Meeting Agendas, Student Journals, Student Survey	O'Connor, Denise	9/21/2016	Meeting Agendas, Student Journals, Student Survey	6/2/2017 biweekly
G2.B4.S2.A1 A300872	Junior Classy Ladies Mentoring Club	O'Connor, Denise	9/21/2016	Meeting Agendas, Student Journals, Student Survey	6/2/2017 biweekly
G1.B1.S3.MA1 M305282	Classroom walkthroughs, Lesson Plans, PLC	Zitner, Michael	8/15/2016	iObservation feedback, lesson plans, and PLC notes, and agendas	6/2/2017 biweekly
G1.B1.S3.MA1 M305283	Lesson Plan Checks, teacher observation, and data chatas	Zitner, Michael	8/15/2016	Lesson plans, iobservation, and PLC's	6/2/2017 monthly
G1.B1.S3.A1 A300839	Implement Government (Civics) related bell ringers in 6th Grade Curriculum to give our future 7th...	Zitner, Michael	8/15/2016	Michael Zitner, Assistant Principal	6/2/2017 weekly
G1.B2.S3.MA1 M305296	Administration will attend PLC 2 and work collaboratively with teachers	O'Connor, Denise	10/3/2016	Standard and Practice Steps from PLC 2 and Student Samples	6/2/2017 quarterly
G1.B2.S3.MA1 M305297	Administration will attend PLC 2 and work collaboratively with teachers	O'Connor, Denise	10/3/2016	Standard and Practice Steps from PLC 2 and Student Samples	6/2/2017 quarterly
G1.B2.S3.A1 A300847	Real World Math Projects	O'Connor, Denise	10/2/2016	Standard and Practice Steps from PLC 2 and Student Samples	6/2/2017 quarterly
G1.B7.S3.MA1 M305316	Lesson Plans, formal/informal observations, PLC's	Zitner, Michael	8/15/2016	iObservation, Lesson Plan Checks, PLC Agenda's and Sign ins	6/2/2017 biweekly
G1.B7.S3.MA1 M305317	Lesson Plans, formal/informal Observations, PLC's	Zitner, Michael	8/15/2016	Lesson Plan Checks, Unit Plans, iObservation, PLC Agendas & sign ins	6/2/2017 biweekly
G1.B7.S3.A1 A300860	Lesson Plans, Observations, PLC's	Zitner, Michael	8/15/2016	Lesson Plan Checks, iObservation, PLC Agenda & sign ins	6/2/2017 monthly

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G1.B1.S4.MA1 M305284	Lesson Plans, teacher/admin data chats, PLC's, observations	Zitner, Michael	8/15/2016	lesson plan checks, iObservation, PLC sign in's and agendas	6/2/2017 weekly
G1.B1.S4.MA1 M305285	Lesson Plan Checks, Observations, Teacher/Admin data chats, PLC's	Zitner, Michael	8/15/2016	lesson plans, iObservations, PLC's	6/2/2017 weekly
G1.B1.S4.A1 A300840	Reinforcing Literacy through Social Studies	Zitner, Michael	8/22/2016	Lesson Plans, iObservation, PLC's	6/2/2017 weekly
G1.B2.S4.MA1 M305298	Gathering of Teacher reflection, student achievement data, and student feedback	Thompson, Kareem	9/14/2016	Student Surveys Teacher Surveys Achievement Data	6/2/2017 quarterly
G1.B2.S4.MA1 M305299	Teacher feedback through surveys, Observations, PD Exit slips	Thompson, Kareem	9/15/2016	Evidence to include: Teacher implementation, student achievement data, lesson plans, feedback to teacher using observation tool (iObservation)	6/2/2017 one-time
G1.B7.S4.MA1 M305318	Classroom Observations	O'Connor, Denise	8/22/2016	lobservation reports and Lesson Plans	6/2/2017 weekly
G1.B7.S4.MA1 M305319	Classroom Observations	O'Connor, Denise	8/22/2016	lobservation Reports and Lesson Plans	6/2/2017 weekly
G1.B7.S4.A1 A300861	Small Group Differentiated Instrcution	O'Connor, Denise	8/22/2016	Lesson Plans, Item Analysis Data with Small Group Listing	6/2/2017 weekly
G1.B1.S5.MA1 M305286	Collegial Planning (Professional Learning Community2) will take place weekly with the dept/grade...	Grice, Shannon	9/12/2016	Unit plans and lesson plans along with evidence on learning goal scales; notes from PLC meetings, Agendas and notes from PLC meetings, and iObservation.	6/2/2017 every-6-weeks
G1.B1.S5.MA4 M305287	PLC's will take place weekly with the dept/grade level collaborating on weekly lesson planning and...	Zitner, Michael	9/12/2016	Unit plans and lesson plans along with evidence on learning goal scales; notes from PLC meetings, Agendas and notes from PLC meetings, and iObservation.	6/2/2017 monthly
G1.B1.S5.MA2 M305289	PLC's, will take place weekly with the dept/grade level collaborating on weekly lesson planning and...	Zitner, Michael	9/12/2016	Unit plans and lesson plans along with evidence on learning goal scales; notes from PLC meetings, Agendas and notes from PLC meetings, and iObservation.	6/2/2017 monthly
G1.B1.S5.A3 A300843	Social Studies teachers will support the ELA Department by covering the same standing during the...	Zitner, Michael	9/12/2016	Lesson Plans, Admin Observations, PLC 1 Notes for lesson development, Unit plans, and pacing schedules.	6/2/2017 monthly
G1.B2.S5.MA1 M305300	teacher Observations, lesson plans, and PLC's	Zitner, Michael	9/19/2016	Lesson plan checks, iObservation, and PLC agendas	6/2/2017 one-time
G1.B2.S5.MA1 M305301	Lesson Plans, teacher observations, admin/teacher data chats, and PLC's	Zitner, Michael	9/19/2016	Lesson Plan checks, iObservation, data chats, and PLC agendas	6/2/2017 monthly
G2.B4.S5.MA1 M305346	Monitor and support student usage	Thompson, Kareem	11/10/2016	usage reports; bullying alerts	6/2/2017 every-3-weeks
G2.B4.S5.MA1 M305347	Ensure App aligns to school's vision and goals for creating a positive climate	Thompson, Kareem	10/31/2016	App set up requirements for functionality; school information added; reference of school strategic goals	6/2/2017 quarterly
G2.B4.S5.A1 A300875	Implement School App for reporting bullying	Thompson, Kareem	10/14/2016	Usage Report and Bullying Incident Report	6/2/2017 daily
G1.B1.S6.MA1 M305290	Lesson Plans, Class Rosters, Sign in Sheets	O'Connor, Denise	10/17/2016	FSQ, USA, and County Diagnostics, and FSA Data	6/2/2017 weekly
G1.B1.S6.MA1 M305291	Class Rosters, Lesson Plans, Sign in sheets	O'Connor, Denise	10/17/2016	FSQ and USA data diagnostics, reflection sheet, and FSA data	6/2/2017 weekly

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G1.B1.S6.A1  A300844	Afterschool, Morning, and Saturday tutorial for Science, Social Studies, Math, and ELA	O'Connor, Denise	10/17/2016	Lesson Plans, Class Rosters, and Sign in Sheets	6/2/2017 weekly
G1.B2.S6.A1  A300850	PLC Facilitator	Burrell, Kawona	8/29/2016	PLC 2 Agendas and supporting documentation	6/2/2017 weekly



## V. Professional Development Opportunities

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

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

### **G1.B1** Student prior knowledge of concepts and vocabulary

**G1.B1.S1** Math teachers will implement a math journal during instruction to include; 1. Cornell Notes, pictorial representations, tables, graphs, and steps and rules. 1. Vocabulary with visual representation or context 3. Analyze word problems and justify by responding orally or written including strategies such as 5-Step problem solving and QRIS

#### **PD Opportunity 1**

Implement Math Journals during instruction throughout all math classes

##### **Facilitator**

Teachers, Cullen-Math Coach and O'Connor-Principal

##### **Participants**

Math Teachers

##### **Schedule**

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

**G1.B1.S2** Implement hands-on activities at least once a week to ensure that students make connections using a multi sensory approach to learning.

#### **PD Opportunity 1**

Hands-On Activities

##### **Facilitator**

District Math Support Personnel and James Cullen - Math Department Chair

##### **Participants**

Math Teachers

##### **Schedule**

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

**G1.B2** Teacher knowledge of new standards, rigor and implementation of effective strategies to meet the need of all students

**G1.B2.S1** Science Teachers will: Use graphic organizers and interactive notebooks to assist in planning writing. Require response to reading in writing with using evidence from the text.

**PD Opportunity 1**

Use of Interactive Notebooks, Station Teaching and Mini Labs

**Facilitator**

Kareem Thompson

**Participants**

All Interested Teachers

**Schedule**

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

**G1.B2.S2** Implement schoolwide Professional Learning Communities for the purpose of: •Unpacking standards and Developing Learning Goals & Scales to include student evidence performance indicators •Unit & Lesson Plan Development •Common Assessment Development •Data Feedback Strategies -Item analysis, correct instruction, problem –solving for enrichment and interventions via small group instruction)

**PD Opportunity 1**

Professional Learning Communities

**Facilitator**

Kawaona Burrell and Teachers

**Participants**

Teachers

**Schedule**

Weekly, from 8/29/2016 to 6/2/2017

**G1.B2.S3** Each nine week the Math department will develop a real world project for students to connect math concepts taught to a real life experiences.

**PD Opportunity 1**

Real World Math Projects

**Facilitator**

James Cullen, Denise O'Connor and District Math Support Personnel

**Participants**

Math Teachers

**Schedule**

Quarterly, from 10/2/2016 to 6/2/2017

**G1.B2.S4** Ongoing relevant Professional Development will be provided to Science Teachers in assisting them with implementation of effective teaching strategies such as interactive notebooks, small group instructional practices, data monitoring and other engagement strategies like station teaching.

**PD Opportunity 1**

Professional Development Ongoing

**Facilitator**

Varies (Selected By Kareem Thompson, AP)

**Participants**

Targeted for Science Teachers, but all teachers are invited

**Schedule**

Every 2 Months, from 9/15/2016 to 5/31/2017

**G1.B2.S6** Purchase a .5 Professional Learning Communities Facilitator ( Learning Team Facilitator)

**PD Opportunity 1**

PLC Facilitator

**Facilitator**

Kawona Burrell

**Participants**

Teachers

**Schedule**

Weekly, from 8/29/2016 to 6/2/2017

**G1.B4** Poor parental involvement and support

**G1.B4.S1** Implement Parent Workshop "Cougar University" during flexible days, times and locations in order to meeting the need of all parents. Workshops will base based on the following topics: • Math • Reading • Writing • Social Studies • Science • Magnet/Choice Options

**PD Opportunity 1**

Cougar University

**Facilitator**

Administrators and Teachers

**Participants**

Parents and Community

**Schedule**

Every 2 Months, from 9/6/2016 to 6/2/2017

**G1.B7** Lack of knowledge on how to effectively implement small group - data driven instruction (time management, resources, monitoring, forming groups).

**G1.B7.S1** ELA and Reading Teachers will implement small group instruction daily. Instruction will be standards based and tailored to the needs of the students in the group which will be determined by data.

**PD Opportunity 1**

ELA Teachers will administer daily small group direct instruction based on the students area of need.

**Facilitator**

Professional Learning Facilitator - K. Burrell; District Support Teacher

**Participants**

ELA Teachers

**Schedule**

Monthly, from 9/12/2016 to 6/1/2017

**PD Opportunity 2**

Intensive Reading implement Guided Reading Instruction (System 44 Program and Fountas and Pinnell)

**Facilitator**

District Personnel; C. Jackson

**Participants**

Intensive Reading Teachers

**Schedule**

Monthly, from 9/12/2016 to 6/1/2017

**G1.B7.S2** Science Teachers need assist in understanding the use "small group instruction" as a strategy

**PD Opportunity 1**

Providing professional development on the use small group instruction.

**Facilitator**

Thompson, Kareem

**Participants**

All Teachers

**Schedule**

Every 2 Months, from 9/14/2016 to 6/2/2017

**G1.B7.S4** Implement small group rotation twice a week to include: Teacher-led data driven Instruction, Individualized Online Instruction ( IXL, Khan Academy) and Individual and/or partner X 2 Collaboration

**PD Opportunity 1**

Small Group Differentiated Instrcutiion

**Facilitator**

Michael Purpuri and Math District Support Personnel

**Participants**

Math teachers

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**G2.** If we provide a positive and supportive climate, then we will ensure high school readiness.

**G2.B3** Lack of parent participation

**G2.B3.S3** Provide professional development for teachers on how to get parents more involved in the classroom and also effective means of communication with parents.

**PD Opportunity 1**

Teachers will implement different strategies on how to get parents involved in the classroom and how to effectively communicate with parents.

**Facilitator**

Teacher Leaders

**Participants**

All Instructional Staff

**Schedule**

Every 2 Months, from 9/19/2016 to 5/31/2017

**G2.B4** Lack of resources to support student's social and emotional needs.

**G2.B4.S4** Implement Safe Schools Ambassadors

**PD Opportunity 1**

Implement Safe Schools Ambassadors Program

**Facilitator**

Safe Schools Staff

**Participants**

Volunteer Teachers

**Schedule**

Every 2 Months, from 10/15/2016 to 5/31/2017

## 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	Implement Math Journals during instruction throughout all math classes				\$13,944.05
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1581 - Congress Community Middle Schl	Title I, Part A		\$500.00
			<i>Notes: Composition Books for Math Journals, Sunbay Books</i>			
	6400	100-Salaries	1581 - Congress Community Middle Schl	Title I, Part A		\$6,795.50
			<i>Notes: Part time In System: Summer Training, Curriculum Planning and Mapping</i>			
	5100	360-Rentals	1581 - Congress Community Middle Schl	Title I, Part A		\$4,000.00
			<i>Notes: Adaptive Technology: IXL Program</i>			
	5100	510-Supplies	1581 - Congress Community Middle Schl	Title I, Part A		\$2,648.55
			<i>Notes: Hands on manipulatives, ink, &amp; copy paper, chart paper, white boards, dry erase markers, and Problem Solving Posters ( 5 Step and QRIS), Folders</i>			
2	G1.B1.S2.A1	Hands-On Activities				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	510-Supplies	1581 - Congress Community Middle Schl	Title I, Part A		\$5,000.00
			<i>Notes: Hands-On Equations, Math Mainputaives</i>			
3	G1.B1.S3.A1	Implement Government (Civics) related bell ringers in 6th Grade Curriculum to give our future 7th graders some prior knowledge.				\$0.00
4	G1.B1.S4.A1	Reinforcing Literacy through Social Studies				\$0.00
5	G1.B1.S5.A1	ELA and Reading Teachers will use materials to build background knowledge from multimedia and classroom library resources will support the topics/ content taught.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	500-Materials and Supplies	1581 - Congress Community Middle Schl	Title I, Part A		\$10,000.00
			<i>Notes: Books and Magazines for Classroom Libraries; Reading Resource Materials; Software and Program Licenses to support reading instruction.</i>			
6	G1.B1.S5.A2	Intensive Reading Teachers will support ELA Department by covering the same standards during the same time frame but with different resources.				\$0.00
7	G1.B1.S5.A3	Social Studies teachers will support the ELA Department by covering the same standing during the same time frame by with content resources.				\$0.00



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<b>8</b>	<b>G1.B1.S6.A1</b>	<b>Afterschool, Morning, and Saturday tutorial for Science, Social Studies, Math, and ELA</b>				<b>\$50,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1581 - Congress Community Middle Schl	Title I, Part A		\$25,000.00
			<i>Notes: Part Time In System- Tutorial</i>			
	5100	100-Salaries	1581 - Congress Community Middle Schl	Title I, Part A		\$25,000.00
			<i>Notes: Part Time In System- Tutorial</i>			
<b>9</b>	<b>G1.B2.S1.A1</b>	<b>Use of Interactive Notebooks, Station Teaching and Mini Labs</b>				<b>\$7,637.59</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1581 - Congress Community Middle Schl	Title I, Part A		\$2,000.00
			<i>Notes: Composition Books, Hands on materials for Science Labs</i>			
	6150	510-Supplies	1581 - Congress Community Middle Schl	Title I, Part A		\$3,437.59
			<i>Notes: Cougar University Supplies for Parent Workshops to include food, beverages, paper, ink for parent communication, parent training materials</i>			
	6150	100-Salaries	1581 - Congress Community Middle Schl	Title I, Part A		\$2,000.00
			<i>Notes: PRT for teachers for parent trainings-Cougar University</i>			
	6150	370-Communications	1581 - Congress Community Middle Schl	Title I, Part A		\$200.00
			<i>Notes: Postage for Parent Communication</i>			
<b>10</b>	<b>G1.B2.S2.A1</b>	<b>Professional Learning Communities</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	1581 - Congress Community Middle Schl	Title I, Part A		\$10,000.00
<b>11</b>	<b>G1.B2.S3.A1</b>	<b>Real World Math Projects</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	510-Supplies	1581 - Congress Community Middle Schl	Title I, Part A		\$0.00
<b>12</b>	<b>G1.B2.S4.A1</b>	<b>Professional Development Ongoing</b>				<b>\$0.00</b>
<b>13</b>	<b>G1.B2.S5.A1</b>	<b>The purchase of 100 textbooks of Gateway to American Government</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1581 - Congress Community Middle Schl	Title I, Part A		\$2,000.00

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<b>14</b>	<b>G1.B2.S6.A1</b>	<b>PLC Facilitator</b>				<b>\$33,171.23</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	1581 - Congress Community Middle Schl	Title I, Part A		\$33,171.23
<b>15</b>	<b>G1.B4.S1.A1</b>	<b>Cougar University</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1581 - Congress Community Middle Schl	Title I, Part A		\$10,000.00
<b>16</b>	<b>G1.B5.S1.A1</b>	<b>Use of journals, electronic supplemental programs, and other methods to monitor strategies</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1581 - Congress Community Middle Schl	Title I, Part A		\$3,000.00
			<i>Notes: Composition books, dry erase board, markers, Mobi, NearPod technology, iPads</i>			
<b>17</b>	<b>G1.B5.S2.A1</b>	<b>Elective Teachers will support, Math, ELA, and Reading throughout the school year by incorporating daily, and weekly strategies to strengthen students background knowledge.</b>				<b>\$0.00</b>
<b>18</b>	<b>G1.B6.S1.A1</b>	<b>Focus Committee to identify effective strategies to improve practices</b>				<b>\$400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1581 - Congress Community Middle Schl	Title I, Part A		\$400.00
			<i>Notes: Substitutes for PD Workshop</i>			
<b>19</b>	<b>G1.B6.S2.A1</b>	<b>Interactive Notebooks or binders for all Social Studies students</b>				<b>\$0.00</b>
<b>20</b>	<b>G1.B7.S1.A1</b>	<b>ELA Teachers will administer daily small group direct instruction based on the students area of need.</b>				<b>\$400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1581 - Congress Community Middle Schl			\$400.00
			<i>Notes: Pay for Professional Development after school</i>			
<b>21</b>	<b>G1.B7.S1.A2</b>	<b>Intensive Reading implement Guided Reading Instruction (System 44 Program and Fountas and Pinnell)</b>				<b>\$68,342.45</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	500-Materials and Supplies	1581 - Congress Community Middle Schl	Title I, Part A		\$2,000.00
			<i>Notes: System 44 PD and Support; Guided Reading PD and support</i>			

**Palm Beach - 1581 - Congress Community Middle Schl - 2016-17 SIP**  
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	5000	100-Salaries	1581 - Congress Community Middle Schl	Title I, Part A		\$66,342.45
			<i>Notes: Reading Teacher A. Davis</i>			
<b>22</b>	<b>G1.B7.S1.A3</b>	<b>Small Group Instruction push ins for ELA classes</b>				<b>\$69,748.51</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1581 - Congress Community Middle Schl			\$33,171.23
			<i>Notes: 0.5 ELA Resource Teacher K. Burrell</i>			
	6400	100-Salaries	1581 - Congress Community Middle Schl	Title I, Part A		\$36,577.28
			<i>Notes: 0.5 Reading Coach - C. Jackson</i>			
<b>23</b>	<b>G1.B7.S2.A1</b>	<b>Providing professional development on the use small group instruction.</b>				<b>\$0.00</b>
<b>24</b>	<b>G1.B7.S3.A1</b>	<b>Lesson Plans, Observations, PLC's</b>				<b>\$6,951.22</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	643-Capitalized Hardware and Technology-Related Infrastructure	1581 - Congress Community Middle Schl	Title I, Part A		\$6,951.22
			<i>Notes: mobile lap top cart</i>			
<b>25</b>	<b>G1.B7.S4.A1</b>	<b>Small Group Differentiated Instrcuton</b>				<b>\$0.00</b>
<b>26</b>	<b>G2.B1.S1.A1</b>	<b>Regular Team meetings to discuss school-wide culture/climate concerns using data, feedback, and other sources</b>				<b>\$0.00</b>
<b>27</b>	<b>G2.B1.S1.A2</b>	<b>Implementation of Student Incentives (Cougar Cash &amp; PAWS of Fame)</b>				<b>\$0.00</b>
<b>28</b>	<b>G2.B1.S2.A1</b>	<b>Teachers will nominate colleagues who demonstrate behaviors that assist in the well being of others. A drawing will then occur in which 2 to 3 individuals will receive an incentive.</b>				<b>\$0.00</b>
<b>29</b>	<b>G2.B3.S1.A1</b>	<b>Various clubs and groups and fine arts classes to perform at Parent Nights to increase attendance.</b>				<b>\$0.00</b>
<b>30</b>	<b>G2.B3.S3.A1</b>	<b>Teachers will implement different strategies on how to get parents involved in the classroom and how to effectively communicate with parents.</b>				<b>\$0.00</b>
<b>31</b>	<b>G2.B4.S1.A1</b>	<b>Small Group Counseling Sessions</b>				<b>\$0.00</b>
<b>32</b>	<b>G2.B4.S2.A1</b>	<b>Junior Classy Ladies Mentoring Club</b>				<b>\$0.00</b>
<b>33</b>	<b>G2.B4.S3.A1</b>	<b>Implement Boys and Blue Boys mentoring program</b>				<b>\$0.00</b>
<b>34</b>	<b>G2.B4.S4.A1</b>	<b>Implement Safe Schools Ambassadors Program</b>				<b>\$0.00</b>
<b>35</b>	<b>G2.B4.S5.A1</b>	<b>Implement School App for reporting bullying</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1382	690-Computer Software	1581 - Congress Community Middle Schl	Title I, Part A		\$1,000.00

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	<b>Total:</b> <b>\$291,595.05</b>
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