The School District of Palm Beach County

Conniston Middle School

2017-18 Schoolwide Improvement Plan

Conniston Middle School

3630 PARKER AVE, West Palm Beach, FL 33405

https://cntm.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	86%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Conniston Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

•Our Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselors implements evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.

•A comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers is implemented on-site.

•The school integrates single school culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. The staff has devised a set of expectations in students home language for behavior in the classroom, cafeteria, hallways, etc. The school monitors and updates action plans during leadership and grade level team meetings.

•Teachers attend weekly learning team meetings/PLCs where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach or corrective instruction, collegial plan, and dissect data for personalized learning opportunities.Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, determine feedback strategies, and plan specific next steps to further student growth.

•Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their personalized learning plan for the school year. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement. (Strategic Initiative #1: Pillars of Effective Instruction)

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

required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(a) History of Holocaust
(b) History of Africans and African Americans
(c) Hispanic Contributions
(d) Women's Contributions
(e) Sacrifices of Veterans
(f) Declaration of Independence
(g) Constitution of the United States and the Bill of Rights
(h) Federalist papers: Republican form of government
(i) Flag education
(j) Civil government: functions and interrelationships
(k) History of the United States
(l) Principles of Agriculture
(m) Effects of alcohol and narcotics
(n) Kindness to animals
(o) Florida history
(p) Conservation of natural resources
(q) Health education
(r) Free enterprise
(s) Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. (Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

•Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

•Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

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•All members of the Conniston Middle School team are committed to keeping students safe. Detailed monitoring plans are in place for before, during, and after school to ensure proper supervision. CMS

has a full-time School Resource Officer on campus during school hours. The faculty and staff adhere to our published SwPBS plan constructed by faculty and staff. Student issues that arise are addressed in a timely manner by the proper support personnel. Each student is respected and valued as a participant in the resolution
of the issue. Many teachers provide academic assistance for students before and after school.

•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

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

•Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports.

•Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

•Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed through the implementation of our school-wide IB/AVID program. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies. Students are given a hotline for calling in incidents of bullying. The hotline number is sent home with students in our monthly newsletters.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.
• The school uses a people 1st language
• All students, including SWDs, are given equal consideration for recognition through honors, awards and
other designations offered by the school
• All SWDs have the same opportunities as students without disabilities to participate in all school sponsored,
non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays,
community service activities, and graduation activities

•Each grade level has its own Guidance Counselor and students are encouraged to reach out to the guidance staff or administration. Each Grade level administrator interacts with the student body at their assigned lunch period, a time to get to know students and be available should students wish to approach the administrator with any concerns. Additionally, our school police officer participates at

each lunch period, and is available to all students. The school officer is especially visible in creating connections with students.

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

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

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

•Operational school based team that meets weekly to discuss students with barriers to academic and social success.
•Mentors assigned to students identified with SEL concerns.
•Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
•Instruction and various campus activities that address social/emotional needs of students;
•Connect students to agencies who have Cooperative Agreements or are on campus (DATA and Care Giving Youth Project).
•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
•Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

•Utilize existing data systems to identify students who have attendance, behavioral or academic concerns.
•Create data decision rules for number of absences or OSS for referrals to SBT.

•Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
•Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). Utilize existing data systems to identify students who have attendance, behavioral or academic concerns.
•Teachers have the ability to refer students to our School Based Team(SBT). These identified students are discussed in weekly meetings and are given Tier 2, or 3 interventions based on our RTI (Response to Intervention) process. Possible reasons for an SBT referral include truancy and attendance issues, behavioral concerns, academic concerns, and emotional or social concerns. RTI interventions can include daily or weekly progress reports to track academic or attendance concerns, behavior plan points sheets, enrollment in a credit recovery program (MSCR), intensive (remedial reading or math) classes or an assigned mentor as
examples. Students who have accumulated more than ten out of school suspension days, ten in school
suspension days, or ten unexcused absences are automatically referred to the SBT.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	34	44	32	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	30	35	31	0	0	0	0	96
Course failure in ELA or Math	0	0	0	0	0	0	67	70	112	0	0	0	0	249
Level 1 on statewide assessment	0	0	0	0	0	0	174	186	189	0	0	0	0	549

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	65	79	89	0	0	0	0	233

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

•Effective multi-disciplinary teams in place to problem solve and create action plans for academic or behavioral concerns.
•Read 180 and Reading Plus.
•IXL Program and Khan Academy for Mathematics.
•Pupil Progression Meetings/data chats. Goal Setting for identified students.
•Notification procedures for parents, agency and community outreach;
•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources.
•Level 1 and Level 2 students, starting with the Low 25%, will be targeted for during and after school tutorial
support twice a week per math and reading. Letters will be sent home to parents describing the importance of the tutorials and approving permission for the students to stay on the specified days.
•Students struggling on Mastery of Florida standards will be recommended for tutorial remediation

with resource teacher, during after school, Spring break camp and Saturday School Strategy Workshops.
•Students will be tracked in Language Arts, Math, Science and Civics FSQ and USA assessments.
•Students, who received at least 2 suspensions, have low attendance, or are struggling academically will be recommended for our School Based Team (SBT) intervention program.
•Create evidence-based interventions to close student need gaps related to earning warning system. For example: Targeted solution focused counseling (individual and/or group) and parent collaboration/education.
•The following programs are being implemented: AVID, IBMYP, and STEAM.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/431230.

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

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

• Title I annual meeting.
• Open House Night will ensure parents receive curriculum information, Edline information and school website information.
•Provide parents with quarterly newsletters to maintain school to family connection.
•Teachers are expected to make positive contact with parents each 9 week period.
•Provide interactive tutorials to parents who are unfamiliar with EdLine and other forms of adaptive technology;
•Parents are invited to a data awareness night to ensure parents are aware of their student academic status.
•Teachers participate in professional development training to increase positive relationships with parents.
•The school builds and sustains partnerships by recognizing the partners and acknowledging their impact and contribution to the school. Partners are recognized on the marquee and in the school newsletter. When there are events at school to which the partners are invited they are recognized as well. Partners are also kept involved with school happenings via email communications. Some events where the partners are actively involved entail meetings at the school site with personal relationships being enhanced. Partners are nominated for recognition at the annual District Business and Community Involvement Breakfast.
•Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.

•BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Otero, Oscar	Principal
Vennett, Michael	Assistant Principal
Gatlin, Derwin	Assistant Principal
Reyes, Michelle	Assistant Principal
Gladwin, Natalia	Instructional Coach
Crespo, Ivelisse	Instructional Coach
Gonzalez, Jeanette	Instructional Coach
Daniel, Antonine	Instructional Coach
Kimbrell, Samuel	Administrative Support
Mueller, Michelle	School Counselor

b. Duties

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

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

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

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

LTF and Math Coach: The instructional coaches provide content area support across grade levels. They work with the departments as they plan and deliver standards-based instruction focusing on the cognitive demands of the standards. The instructional support team model lessons, plan with teams,

analyze student achievement data, and support teachers with the alignment of instructional strategies. They are part of the MTSS process as they assist teachers and the team with appropriate interventions. The coaches assist our new teachers through the induction program and supports all teachers in accessing professional development to match their needs in the classroom.

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

The Leadership Team meets quarterly to evaluate staff and responsibilities. This process allows for a more efficient use of our personnel to ensure that all responsibilities on campus are handled by the correct position and team members can effectively cross-train to build capacity on campus. Instructional materials for core classes are predetermined by the district and the school purchases all necessary resources to operate these programs with fidelity. Supplemental materials for reading or math intervention are researched and purchased based on the needs of our students. Students are placed in intervention classes based on multiple points of data to make sure that they are receiving the instruction that fits their needs.

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

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

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

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

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

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

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings and PLCs. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

The SBT Meetings - Problem Solving Model (once a week)
The four steps of the Problem Solving Model are:
1. Problem Identification entails identifying the problem and the desired behavior improvement for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student or group of students' response to the implemented intervention is evaluated and measured.

2. School Advisory Council (SAC)

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

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

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC conducted an end-of-year assessment of the SIP in May, 2017. Based on the feedback and survey results of members, this year's SIP was revised.

b. Development of this school improvement plan

*The responsibility of the SAC at Conniston is to provide parents, citizens, faculty, staff, and students an opportunity to participate in the development of educational priorities, assessment of school needs and locating resources available within the community. Members assist in the preparation and evaluation of the school improvement plan. SAC members assist in the preparation of educational action plan for every Conniston student.

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

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

N/A- school's annual budget is determined by the state.

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

School Improvement funds were spent on enhancing school performance through building teacher capacity, student remedial/enrichment tutorial services, computers and adaptive technology programs.

The projected use of school improvement funds will be decided by Conniston's school advisory council. It should be noted that the principal may not contradict the recommendations made by the school advisory council. Money allocated for school improvement will not be spent for site improvement.

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

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

3. Literacy Leadership Team (LLT)

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

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

b. Duties

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

*Our LLT consists of a member from each department, a LTF, instructional coach, a representative from ESOL, a representative from ESE, Single School Culture Coordinator, guidance counselor, and all administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meet monthly, to assess progress towards accomplishing the goals. The team will promote and support literacy in a variety of ways: through literacy nights, professional development, modeling and/or coaching with feedback, developing teacher leaders, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.
*The LLT has implemented four school-wide literacy initiatives this school year: close reading w/ annotating text, Marking the Text, Socratic seminars and Cornell notes.
*The LLT has developed a Reading Skill of the Monthly calendar for all content areas to support the literacy initiative daily.
*The LLT collaborates with all department chairs on student data analysis, common planning, and literacy strategies on a bi-weekly basis.
*The LLT will utilize the Reading Plus Program in Language Arts classrooms. Reading Plus is a web-based program that transforms how, what, and why students read. It is the only Common Core aligned reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation—which are the foundation of success.
*Imagine Learning program is utilized for ELL students (LY) for language acquisition.
*Professional development training for all teachers in the area of literacy development have been ongoing and inclusive of pre and post summer professional development training in the following areas:
-Differentiated Instruction
-Use of arts integration in the classroom
-STEM
-AVID
-Florida Common Core
-Marzano's High Yield Strategies
-Content Literacy Training

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

•The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

•One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

•Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate.

•Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

•Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events

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

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

•School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor 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.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

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.

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

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

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

*CMS follows the pillars of effective instruction whereby student learning is assessed at regular intervals to improve academic achievement. Differentiated instruction then takes place once the data is disaggregated. Thus, students who have achieved mastery, move to enrichment, and those who have not (according to the data), receive remediation using various high-yielding teaching practices (based on the Robert Marzano Model). Reading is infused across the curriculum while IB and AVID practices are embedded in both teacher instruction and student-centered learning. All instruction is aligned to the Florida Standards and is held to the highest standard of rigor.

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.

The school ensures every teacher contributes to literacy improvement of every student by:
• Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).

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

The school's teaching practices and philosophy includes the following:
* Uninterrupted 90 minute block with rotational model for intensive reading classes.
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
* Four AVID literacy strategies are implemented school wide: Marking the Text, Close Reading w/

annotating text, Cornell Notes, Socratic Seminars.
* Adaptive technology integration - Reading Plus in Reading and Language Arts classrooms.
* Ongoing formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices.
* Ongoing summative assessments of students and programs, which is more formal and provides data that are reported for accountability and instructional purposes.
•Monitoring progress at the grade, class and individual student level during Learning Team Meetings and Professional Learning Communities (PLCs) meetings.
* Professional development is long-term and ongoing.
*Data chats are conducted with students.
*Process and Strategy charts are developed for reminders of teaching.
•Interactive notebooks are used in Science and Math classrooms.
•Creating an intervention schedule to provide remedial support to lowest quartile students.
*Push-in/pull-out services for ESE/ELL.
*Lesson plans include student accommodations.
*Strategic Instructional Model is used in Learning Strategy classrooms
*Provide specially designed instruction per student's IEP needs.

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

Strategy: After School Program

Minutes added to school year: 14,850

Students receive reinforcement in reading and math according to their needs based on formative data. This support is available four days a week. Students are enrolled in the after-school program that is operated by After School Programming and Title I. They receive a snack, and access to multiple academic options that includes tutoring. Transportation is provided for students. Math intervention/enrichment will utilize the small group instruction and IXL program which will provide a diagnostic assessment to drive instruction for individual needs in math. Reading intervention will usethe Reading Plus program along with small group instruction on vocabulary, comprehension strategies and craft and structure.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

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

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

Strategy: Summer Program

Minutes added to school year: 1,000

*Students receive reinforcement in reading and math according to their needs based on formative data.

* An effective transition program, for incoming young adolescents to learn the expectations the teachers and administrators will have once they enter middle school. The program will focus on providing supportive transitions, procedural transition, aspects of social transition, and academic transition.

Strategy Rationale

*Middle school can be an exciting and terrifying time for students transitioning from elementary to middle school. As young adolescents are changing school buildings they are also changing hormonally, mentally, and physically. This program eases the transition by exposing students to approaching academic experiences, strategies for building effective relationships, social emotional learning strategies, and our school support system.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

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

Ancedotal records
Observation

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

*During the summer, incoming sixth grade students attend a summer camp at the school to become familiar with the physical layout of the campus, meet staff members, and become oriented with the expectations of middle school including the daily schedule.

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

*CMS provides an orientation for parents for the IB (International Baccalaureate) program and academic expectations are clearly defined. There is an IBMYP director on campus with the sole role

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

*Social emotional learning/personal development courses are offered during the school year for students that have exhibited two or more early warning signs.

b. College and Career Readiness

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:
*The promotion of increased student participation and performance inInternational Baccalaureate® (IB) coursework.
*The PSAT school day test administration which allows the opportunity for students to take the PSAT on their own school campus during a school day to remove barriers to Saturday testing for low income students.
*The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.
*Guidance Services working with schools to inform and support students and parents in high school readiness, graduation and college readiness goals.
*Business partnership with the Palm Beach Atlantic University entails close collaboration including science curriculum implementation, engaging students for future career choices.

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

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

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

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

Conniston Middle School has used the following strategies to integrate career and technical education with academic courses:
1. Recruit and build the school's AVID program.
2. Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college
3. The promotion of increased student participation and performance in the IB Career Programme (IB CP) designed for students following a Career Education pathway and also participating in IB Diploma Programme coursework.
4. Increase enrollment in rigorous high school credit courses that lead to college readiness including Algebra I, Algebra II, Geometry, Earth Space & Science Honors, CCI and Spanish 1.

5. Provide increased opportunities to meet grade level promotion.

6. Maximize the use of technology to increase the opportunity for course recovery.

7. Counselors will identify students in need of course recovery in order to prevent student failure and support them with academic strategies.

8. Chorus, band, art and technology and electives are offered on site.

9. Learning strategies course.

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

* Learning Strategies Class

* School based team review and provide assistance to specific students as needed.

* Afterschool/Saturday college readiness workshops for students.

* Counselors conduct classroom guidance and individual counseling sessions with students.

* Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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"Â? 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.

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

Strategic Goals Detail

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

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

🔍 G094780

Targets Supported `1b`

Indicator	Annual Target
High School Readiness	65.4
FSA ELA Achievement	53.0
FSA Mathematics Achievement	47.0
High School Readiness	53.4
Students exhibiting two or more EWS indicators (Total)	10.0
Statewide Science Assessment Achievement	46.0
Civics EOC Pass	73.0
Algebra I EOC Pass Rate	82.0
FSAA ELA Achievement	85.0
FSAA Mathematics Achievement	85.0
FSAA Science Achievement	85.0

Targeted Barriers to Achieving the Goal `3`

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

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

- Engaged Leadership is committed to improving high quality instruction.

- District Curriculum & Support

- Weekly Common Planning Structures are in place.

- Updated Item Specifications/sample question types.

- School-wide IB Unit planner.

- AVID school-wide strategies

- Technology/Mobile Labs/Integrated learning systems/CPS system

- Academic Leaders

- Marzano Trainings

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Natalia Gladwin

Schedule
Weekly, from 8/14/2017 to 6/1/2018

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

Plan to Monitor Progress Toward G1. 8

Analyze grade level trends of discipline infractions/suspensions.

Person Responsible
Samuel Kimbrell

Schedule
Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion
Review EDW summary reports and monitoring plan.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

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

🔍 G094780

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

🔍 B254855

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

🔍 S269256

Strategy Rationale

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

Action Step 1 5

LTF and leadership team will work with teachers of all content areas to increase their capacity related to the integration of literacy strategies across all disciplines. LTF and literacy administrator work closely with all content areas to ensure that lessons and assessments are aligned to the Florida standards.

Person Responsible

Natalia Gladwin

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

LTF schedule with evidence of learning team meetings, PLC and PDD sign-in sheets and agenda. Lesson plans and assessment alignment to Florida Standards.

Action Step 2 `5`

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

Person Responsible

Natalia Gladwin

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 3 `5`

Provide Authentic PLC Training through the Grapple Institute.

Person Responsible

Oscar Otero

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

TDE, agenda, implementation of strategies.

Action Step 4 `5`

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

Person Responsible

Oscar Otero

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

TDE, Conference Agenda, Travel Reimbursement, Travel Checklist

Action Step 5 5

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

Person Responsible

Antonine Daniel

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 6 5

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

Person Responsible

Natalia Gladwin

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Usage Reports, lesson plans, Data Summary Reports

Action Step 7 5

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

Person Responsible

Ivelisse Crespo

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 8 `5`

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

Person Responsible

Michelle Reyes

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 9 `5`

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

Person Responsible

Natalia Gladwin

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedule, sign-in sheets, and usage reports.

Action Step 10 `5`

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

Person Responsible

Michelle Reyes

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans and learning walk data.

Action Step 11 `5`

Provide at least four parent trainings: transition to middle school, successful teacher parent conferences, conducting data chats with your child, ending the school year strong.

Person Responsible

Michelle Reyes

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Oscar Otero

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Natalia Gladwin

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

Administration will review Math coach schedule for implementation of coaching cycle and instructional support in classroom.

Person Responsible

Michelle Reyes

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Oscar Otero

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Michelle Reyes

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Summary of parent evaluation results.

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

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

Person Responsible

Oscar Otero

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Michelle Reyes

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase student usage and parent monitoring of Reading Plus, Algebra Nation, IXL.

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

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

Person Responsible

Natalia Gladwin

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

🔍 S269257

Strategy Rationale

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

Action Step 1 5

Monitor Discipline Infraction Data Reports by Grade level

Person Responsible

Derwin Gatlin

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Discipline Summary Report from EDW or Performance Matters

Action Step 2 5

Student Success Assemblies/Student Ambassadors

Person Responsible

Oscar Otero

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 3 `5`

SwPBS trainings for faculty and staff.

Person Responsible

Michael Vennett

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-In Sheet, handouts and SwPBS meeting minutes

Action Step 4 `5`

Social emotional learning class for at risk students during the school day.

Person Responsible

Michelle Reyes

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance, lesson plans, grades, behavior reports, and conference notes

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

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

Person Responsible

Michael Vennett

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Derwin Gatlin

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

Analyze grade level trends of discipline infractions/suspensions.

Person Responsible

Derwin Gatlin

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Room checks, grade level detentions and OSS roster.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M384026	A review of the data in a timely manner, using assessments, will constitute the means by which to...	Gladwin, Natalia	8/14/2017	Looking at the data for individual students, classroom, and grade levels will indicate progress toward the goal of reaching academic proficiency. Performance Matters including FSQs and USAs, Palm Beach Performance Assessments, Reading Plus, and IXL.	6/1/2018 weekly
G1.MA2 🔑 M384027	Analyze grade level trends of discipline infractions/suspensions.	Kimbrell, Samuel	8/14/2017	Review EDW summary reports and monitoring plan.	6/1/2018 daily
G1.B1.S1.MA1 🔑 M384009	Marzano Informal Walkthroughs to observe the desired effect of focus elements.	Otero, Oscar	8/14/2017	Increasing the amount of data marks on DQ 1, 2, 3, 4, 5 on Marzano Learning Map.	6/1/2018 weekly
G1.B1.S1.MA2 🔑 M384010	Compare parent survey results, event evaluations, and participation rate.	Reyes, Michelle	8/14/2017	Increase student usage and parent monitoring of Reading Plus, Algebra Nation, IXL.	6/1/2018 quarterly
G1.B1.S1.MA3 🔑 M384011	Administration will conduct observations on web-based program implementation and student progress...	Gladwin, Natalia	8/14/2017	Analysis, discussion and focused feedback on student data forms, usage rate, and progress.	6/1/2018 daily
G1.B1.S1.MA1 🔑 M384012	Leadership will conduct classroom walkthroughs to ensure PD is translated to practice.	Otero, Oscar	8/14/2017	TDE, agenda, follow-up activities, Classroom Walkthrough Notes	6/1/2018 biweekly
G1.B1.S1.MA2 🔑 M384013	Administration will review usage reports and lesson plans to monitor implementation of various...	Gladwin, Natalia	8/14/2017	Web-Based programs and lesson plans, admin notes and feedback	6/1/2018 biweekly
G1.B1.S1.MA3 🔑 M384014	Administration will review Math coach schedule for implementation of coaching cycle and...	Reyes, Michelle	8/14/2017	Schedule/Log, teacher action plan, and class rosters, admin notes and feedback	6/1/2018 weekly
G1.B1.S1.MA4 🔑 M384015	Administration will conduct walk-throughs to analyze program implementation of AVID tutors.	Otero, Oscar	8/14/2017	Review, discuss, and provide annotated notes of feedback on student schedules, student rosters, conference notes, data chat form and lesson plans.	6/1/2018 daily
G1.B1.S1.MA5 🔑 M384016	Parent Training Sign-in, agendas, handouts, training presentation and analysis of parent evaluation...	Reyes, Michelle	8/14/2017	Summary of parent evaluation results.	6/1/2018 quarterly
G1.B1.S1.A1 🔑 A359337	LTF and leadership team will work with teachers of all content areas to increase their capacity...	Gladwin, Natalia	8/7/2017	LTF schedule with evidence of learning team meetings, PLC and PDD sign-in sheets and agenda. Lesson plans and assessment alignment to Florida Standards.	6/1/2018 weekly
G1.B1.S1.A2 🔑 A359338	LTF will review data from various sources (EDW, Unify, Performance Matters), organize and...	Gladwin, Natalia	8/14/2017	Evidence of data analysis through reports, evidence of facilitating LTMs and collaborative planning through agendas and notes, ,participation in Staff Development activities including PDDs, evidence of supporting teachers in developing best practices.	6/1/2018 biweekly
G1.B1.S1.A3 🔑 A359339	Provide Authentic PLC Training through the Grapple Institute.	Otero, Oscar	8/14/2017	TDE, agenda, implementation of strategies.	6/1/2018 semiannually
G1.B1.S1.A4 🔑 A359340	Teachers and Administrators will attend professional conferences related to their content ares or...	Otero, Oscar	8/14/2017	TDE, Conference Agenda, Travel Reimbursement, Travel Checklist	6/1/2018 annually
G1.B1.S1.A5 🔑 A359341	Professional Development Materials and Supplies to improve instructional delivery in classrooms.	Daniel, Antonine	8/14/2017	Agenda, sign-in sheet, presentation of sharing information with staff.	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A6 🔑 A359342	Student will use web-based programs to reinforce concepts previously taught throughout the school...	Gladwin, Natalia	8/14/2017	Usage Reports, lesson plans, Data Summary Reports	6/1/2018 weekly
G1.B1.S1.A7 🔑 A359343	Provide tutors to assist in the AVID elective and Mathematics classrooms to facilitate learning.	Crespo, Ivelisse	8/14/2017	Schedule, student rosters, lesson plan/ activity, conference notes and data/ reflection..	6/1/2018 biweekly
G1.B1.S1.A8 🔑 A359344	Provide Extended Learning Opportunities for identified students (during, after-school, Saturday and...	Reyes, Michelle	8/14/2017	Schedule, Time-Sheets, Student sign-in, and sample lesson plans	6/1/2018 daily
G1.B1.S1.A9 🔑 A359345	Students will use technology for project based learning and access online programs for reading,...	Gladwin, Natalia	8/14/2017	Schedule, sign-in sheets, and usage reports.	6/1/2018 daily
G1.B1.S1.A10 🔑 A359346	Provide supplemental resources and supplies to assist with alignment of Florida standards.	Reyes, Michelle	8/14/2017	Teacher lesson plans and learning walk data.	6/1/2018 daily
G1.B1.S1.A11 🔑 A359347	Provide at least four parent trainings: transition to middle school, successful teacher parent...	Reyes, Michelle	8/14/2017	Sign-in sheets, agenda, presentation, and evaluation.	6/1/2018 quarterly
G1.B1.S2.MA1 🔑 M384017	Analyze trends and patterns of classroom classroom walkthrough data with a specific focus on...	Gatlin, Derwin	8/14/2017	Teacher utilizing SwPBS protocol (example: Conniston"C"), Observation data, debriefing notes, administration recommendations.	6/1/2018 biweekly
G1.B1.S2.MA5 🔑 M384018	Analyze grade level trends of discipline infractions/suspensions.	Gatlin, Derwin	8/14/2017	Room checks, grade level detentions and OSS roster.	6/1/2018 weekly
G1.B1.S2.MA1 🔑 M384019	Administration will meet with department leaders to review the SwPBS implementation and plan for...	Vennett, Michael	8/14/2017	Analysis of student infraction data, incentive program, student assemblies and student ambassadors	6/1/2018 monthly
G1.B1.S2.A1 🔑 A359348	Monitor Discipline Infraction Data Reports by Grade level	Gatlin, Derwin	8/14/2017	Discipline Summary Report from EDW or Performance Matters	6/1/2018 biweekly
G1.B1.S2.A2 🔑 A359349	Student Success Assemblies/Student Ambassadors	Otero, Oscar	8/14/2017	Decrease in Disciplinary infractions, Blue Marlin luncheon and Grade Level Praise Bulletin Board.	6/1/2018 quarterly
G1.B1.S2.A3 🔑 A359350	SwPBS trainings for faculty and staff.	Vennett, Michael	8/14/2017	Sign-In Sheet, handouts and SwPBS meeting minutes	6/1/2018 monthly
G1.B1.S2.A4 🔑 A359351	Social emotional learning class for at risk students during the school day.	Reyes, Michelle	8/14/2017	Attendance, lesson plans, grades, behavior reports, and conference notes	6/1/2018 daily

V. Professional Development Opportunities

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

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

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

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

PD Opportunity 1

Provide Authentic PLC Training through the Grapple Institute.

Facilitator

Grapple Institute

Participants

Administration and Teachers

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

PD Opportunity 2

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

Facilitator

AVID Conference

Participants

Administration and Teachers

Schedule

Annually, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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