Christa Mcauliffe Middle School

2017-18 Schoolwide Improvement Plan

Christa Mcauliffe Middle School

6500 LE CHALET BLVD, Boynton Beach, FL 33472

https://cmms.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	No	41%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*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 11/1/2017.

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.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Christa Mcauliffe Middle School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The staff, parents, and community of Christa McAuliffe Middle School are 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 knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

Christa McAuliffe Middle School along with the entire School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and 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 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
• Character Education
• Health Education
In addition, committees are established to discuss and develop action plans related to Single School Culture initiatives, taking into account the needs of a diverse population.

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

We establish a school-wide expectation within the positive behavior support system known as SOAR, where each letter stands for Self-Management, Ownership, Achievement, and Respect. Through this matrix of expectations, the characteristics within the context of safety can be monitored and supported. Students are frequently and often praised or rewarded for SOARing on campus, before, during, and after school.

Additionally, our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to but not limited to Disability Awareness. All students, including SWDs, are provided equal opportunities as regular education students to participate in all school wide sponsored activities.

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

School-wide Positive Behavior Supports and the behavior matrix are conveyed twice a year during behavior expectation assemblies to ensure students are aware of school expectations. In addition, teachers, staff, and administration continuously reinforce the components of SOAR. Classrooms and areas throughout the building contain a SOAR poster to reinforce school wide expectations.

The SwPBS team reviews data to ensure students are engaged while in class. Administrators and Department Instructional Leaders (DILs) emphasize differentiation of instruction and assessment to meet the needs of all students. In turn, teachers convey and review expectations for each learning activity within their classrooms. Then, class meetings frequently include student input and feedback.

A School-wide recognition system is in place.

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.

School Counselors and Administrators Check-in and Check-out with students on a daily basis. A Check and Connect process is utilized with students in need of positive adult interactions and positive feedback throughout each day all year long. Mentoring channels are in place and peer-to-peer mentoring is accomplished through using the National Junior Honor Society. Group counseling is also available to students in need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

School Administrators and Staff use data to identify students who have attendance, behavioral, or academic concerns utilizing the School Based Team process. The State's decision matrix, with focus on Level 1 scores, is used to place students into intensive or remediation learning environments.

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	15	13	12	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	16	14	24	0	0	0	0	54
Course failure in ELA or Math	0	0	0	0	0	0	36	37	55	0	0	0	0	128
Level 1 on statewide assessment	0	0	0	0	0	0	56	58	72	0	0	0	0	186

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	28	27	41	0	0	0	0	96

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

Problem-solving discussions occur regularly. As a result, the Middle School Course Recovery (Edgenuity) program has been utilized more effectively. The School-Based Team meets weekly to develop, provide, and monitor interventions for identified students. Teengagement, a district program, and Wilson are regularly used as interventions with students. Reading Plus is being utilized across the school in all grades. And Study Island is picking up traction as an intervention in Science, Math, and Social Studies. In addition, School Counselors regularly meet with Administration to discuss intervention strategies identified by systematic observations as well as early warning indicators and systems.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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?

No

1. PFEP Link

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

2. Description

In an ongoing basis, parent involvement is always invited and encouraged. Communication with parents is comprehensive through Parent Link call-outs, Edline website marketing, the Parent-Teacher-Student Association, Business/Community Partnerships, and School Advisory Council meetings. Parents are kept in the loop regularly and the turn out at Open House is outstanding. Two programs have been developed: Highway to Middle School and Highway to High School. Both support efforts to communicate what it takes for success coming into Middle School and heading to High School. Building positive relationships with families is inherent within the message of the school's mission and the school system's vision.

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 has observed growth among Parent Volunteers and Business Partnerships over the past several years. Two staff members have been directly assigned the task of coordinating these two growing groups of community members. As a result, increased off campus activities (i.e., Chik-Fil-A, Five Guys, Chipotle, NYPD II, and Barnes and Nobles) events have occurred. In addition, greater numbers of donations and fundraiser outcomes have been noted.

Also, as an Information Communications Technology Academy, we pride ourselves in connecting with the technological demands of the real world (i.e., integration of technology into all instruction, computer-based testing, trailblazers, feeder schools, etc.). In order to continue to meet the challenges and needs of students, Christa McAuliffe Middle School increases its outreach to community partners and other outside agencies and resources in order to continuously improve. School staff members utilize repositories and public warehouses filled with technology that can be used by public schools. Open House Night enables us to showcase the academics, extracurricular activities, technology integration, as well as provide a variety of curriculum information, Edline information, school website, and Twitter information.

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
Silverman, Jeffrey	Principal
Lee, Penni	Assistant Principal
Lowen, Rachelle	Assistant Principal
Servos, Shawn	Assistant Principal

b. Duties

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

The school-based RtI Leadership Team is comprised of the following members: Principal, Assistant Principals, ESE Contact, ESOL Coordinator, School Psychologist, Classroom Teachers, Reading Coach, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and Guidance Counselor.

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 School Based Team (SBT) is implementing RtI processes
• assessment of RtI skills of school staff is conducted
• 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

Assistant Principals support data-based decision making, ensure implementation of intervention support and documentation, and coordinate professional development to support RtI implementation.

The ESE Contact coordinates efforts of ESE teachers regarding student data collection, supports the integration of core instructional activities/materials in ESE classes, and serves as a resource to General Education and ESE teachers regarding educational interventions to support ESE student learning.

The ESOL Coordinator participates in student data collection, integrates core instructional activities/ materials into general education classes, and serves as a resource to general education teachers regarding educational interventions to support ESOL student learning.

The School Psychologist participates in collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, and facilitates data-based decision-making activities.

School Counselors provide services and expertise on issues ranging from program design to assessment and intervention with individual students, and support students' academic, emotional, behavioral, and social success.

The Reading Department Instructional Leader develops, leads, and evaluates the Reading program, identifies research based reading intervention approaches, identifies patterns of student need,

collaborates with District personnel to identify appropriate evidence-based intervention strategies, assists with whole-school screening process to provide interventions to "at-risk" students, assists in the design and implementation of progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

The SBT Leader will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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 RtI 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 Tier 1- 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 RtI Leadership Team.

The SBT 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, RtI/Inclusion Facilitator, guidance counselor) 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:
• Problem Identification entails identifying the problem and the desired behavior for the student.
• Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
• Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
• 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. Action planning support sall students achieving benchmark proficiency regardless of their status in general or special education.

Christa McAuliffe Middle School integrates Single School Culture by sharing universal guidelines for success, following our behavior matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS (School-Wide Positive Behavior Support). We update our action plans during Learning Team Meetings. In addition, we instill appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jennifer Edelman	Teacher
Carolyn Stevens	Teacher
Jared Lacher	Teacher
Kara O'Sullivan	Student
Jennifer Gonzalez	Education Support Employee
Jeffrey Silverman	Principal
Thomas Martin	Teacher
Iette Sykes	Parent
Candace Heyner	Business/Community
Roxanne Hosein	Business/Community
Nicole Fields	Parent
Sandy Brunner	Parent
Summer Bochicchio	Parent
Alexia McIntyre	Student
Aman Shaan	Student

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

SAC membership evaluated last year's goals and compared trends over the past 5 years. The SIP was evaluated and new directions and goals were discussed.

b. Development of this school improvement plan

The School Advisory Council (SAC) will support the mission and vision of the School District and School by providing input into the development, implementation, and monitoring phases of the school improvement process.

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

The committee oversees proposals and approves SIP Funding to be used for a portion of Professional Development needs and Instructional Materials or Equipment.

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

Future projections will be discussed in an on-going manner with the SAC.

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
Silverman, Jeffrey	Principal
Lee, Penni	Assistant Principal
Michel, Kelly	Instructional Media
Gamble-Braddy, La'Rene	Teacher, K-12
Bellas, Alexander	Teacher, K-12
Stevens, Carolyn	Teacher, K-12

b. Duties

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

The Learning Literacy Team will increase student scores in Reading, Math, Science, EOCs, and Industry Certifications by:
1. Training staff on Blender and the tightly aligned Content and Assessment resources while focusing on Rigor.
2. "Unpacking" Standards and using the Breakdown of Learning Targets to focus instruction.
3. Monitoring student data via Progress Monitoring (FSQs, NGQs, and USAs) and Diagnostic scores (Winter).
4. Providing professional development opportunities for instructional staff on increasing literacy achievement.
5. Providing educational workshops for parents on increasing literacy across the curriculum.
6. Providing tutoring programs for various targeted student groups.
7. Providing common planning time through PLCs.

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 high school and 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.

Teachers are provided a common time from 8:40 - 9:20 a.m. each day in addition to common planning during the school day. 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 collaborative meetings for all teachers and disaggregation of data.

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

1. Educator Support Program - Rachelle Lowen

2. School-Wide Response to Intervention - Stacy FIll, Aurora Miller

3. Administrative Support and Intervention for teachers needing additional help with classroom management (i.e. SwPBS) - Assistant Principals

4. Professional Development and Professional Learning Communities - Alexander Bellas, Rob Kulics, and Assistant Principals

5. School administrators use job interview questions and references to evaluate an applicant's experience as it relates to all learners.

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

In our teacher-mentoring program, Educator Support Program (ESP), first-year teachers are paired with another teacher who has expertise in the subject area that the first-year teacher has been assigned. The mentoring program provides first-year teachers with guidance on completing a Professional Growth Plan as well as assists with the District's Model of Instruction, the Marzano Framework, and informal and formal iObservations. School administrators and lead teachers provide systematic coaching, learning opportunities, support and feedback to assist first-year and new teachers to reach their maximum potential.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss 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. Teachers are encouraged to utilize the school district's scope and sequence (Blender) and reference CPALMS for further understanding and resources of standards and benchmarks. By using Professional Learning Communities (PLCs), the following strategies are continually addressed: 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.

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 uses the RtI process, tutorials, intensive reading, critical thinking, and small-group instruction to assist students having difficulty attaining satisfactory, proficient or above proficient on state assessments.

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

•Utilizing a balanced literacy approach that includes whole group, small group, and even one-on-one instruction based on student needs
•Core subject area teachers trained in Content Literacy Strategies
•Creating a schedule with a 30-minute independent reading time (Blast Off!)
•Establishing close reading and writing across the curriculum
•Providing iii instruction based on student needs
•Providing instruction aligned with the English Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, web based reading programs)
•Administering assessments which measure instructed standards
•Reviewing student assessment scores and identifying standards, benchmarks and/or content focus areas which require remediation and/or enrichment opportunities
•Monitoring progress at the class and grade level during PLCs
•Conducting data chats with students and staff
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students receiving support facilitation services for ESE/ELL

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: 18,720

Every student has the opportunity to attend our Before or After School Program which offers assistance with homework, learning skills activities, mentoring for our 6th grade students by our NJHS students to assist them with building organizational skills, and tutorial services in all the core subject areas. In addition, students have the opportunity to participate in enrichment activities programs like SECME, Academic Games, Science Fair, Robotics, etc.

Strategy Rationale

Remediation and Enrichment

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Silverman, Jeffrey, jeff.silverman@palmbeachschools.org

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

To determine the effectiveness of various strategies, data are collected from Palm Beach Performance Assesments, Winter Diagnostics, SRI (Scholastic Reading Inventory), Teengagement, Wilson Reading, Reading Plus, and other common assessments used by the school.

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.

All members of the school staff participate in committee meetings that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools to ensure smooth transitioning into middle school and into high school. Staff members implement a formal process that promotes productive discussion about student learning along the matriculation continuum. School personnel can clearly link collaboration to improvement results in instructional practice, student performance, and increased high school readiness.

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.

At the end of the year articulation meetings occur with our feeder elementary schools. The school counselors present curriculum to all our 5th grade incoming students. In addition, all 6th and 7th grade students are automatically enrolled in the pre-requisite technology courses in preparation of application to our 8th grade course for those wishing to earn high school credit and industry certification, which meets acceleration component for school grade.. After the completion of the pre-

requisite technology courses students will receive information from their school counselor to apply to the Industry Certification course Computing for College and Careers (CCC).

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

Our Information Communications Technology Academy is designed to provide qualified students interested in IT Communications with a motivating, skills based curriculum that teaches job specific technical skills and facilitates student awareness of Computer, Communications, and IT professions. The Academy also prepares students for entry into high school technology programs or related courses of study. The courses that are offered are: Business Keyboarding, Computer Applications 1 & 2, Web Design,and Computing for College and Careers (CCC).

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

Our Information Communications Technology Academy is interwoven throughout programs of study combining rigorous academics with CTE courses offered directly in the Academy. Students have the opportunity to earn industry certification which supports and fosters goals for high school readiness and post-graduate success.

All our 8th grade students and their parents are invited to attend our "Highway to High School" program. This is a program where our students and their parents receive information on the academic programs, curriculum, high school graduation requirements, and college requirements to help our 8th grade students with their transition to high school.

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.

NA

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 deliver and monitor effective, relevant, and rigorous instruction to meet the needs of all students, then we will increase academic achievement and 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 and monitor effective, relevant, and rigorous instruction to meet the needs of all students, then we will increase academic achievement and ensure high school readiness. 1a

🔑 G094912

Targets Supported 1b

Indicator	Annual Target
High School Readiness	75.0
Math Lowest 25% Gains	60.0
ELA/Reading Lowest 25% Gains	55.0
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Comprehensive understanding and delivery of a standards-based and rigorous model of instruction.
- Utilizing assessment data to inform instructional practices that meet the needs of all students.
- Implementing and monitoring PLCs with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- State Standards
- Blender
- PLC Literature
- Data Systems = Unify, EDW, SIS

Plan to Monitor Progress Toward G1. 8

Review Unify FSQs and USAs, PBPAs, Winter Diagnostic data, classroom performance data

Person Responsible
Jeffrey Silverman

Schedule
Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion
Unify reports, Winter Diagnostic data (EDW), Grades

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 and monitor effective, relevant, and rigorous instruction to meet the needs of all students, then we will increase academic achievement and ensure high school readiness. 1

🔑 G094912

G1.B1 Comprehensive understanding and delivery of a standards-based and rigorous model of instruction. 2

🔑 B255358

G1.B1.S1 Develop teacher capacity to deliver highly effective instruction using a research-based model of instruction. 4

🔑 S269854

Strategy Rationale

To ensure we meet the needs of all students.

Action Step 1 5

Provide on site professional development and support with PLCs and the PBC Model of Instruction.

Person Responsible

Jeffrey Silverman

Schedule

Semiannually, from 10/13/2017 to 6/1/2018

Evidence of Completion

Agenda, classroom observations, PLC notes

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

Review of PLC notes and lesson plans during classroom observations and pre-conference meetings.

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

PLC notes, lesson plans, pre-conference form, classroom observation notes

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

Review PLC notes and diagnostic data

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 9/12/2017 to 6/1/2018

Evidence of Completion

PLC notes, Performance Matters reports, Winter Diagnostic data (EDW)

G1.B1.S2 Provide personalized learning and after school tutorials for struggling students and the Lowest 25% students using a standards-based focus and test-taking strategies. 4

🔍 S269855

Strategy Rationale

Differentiation and tutorials targeting struggling learners and Lowest 25% students and will supplement the core curriculum with extended-learning opportunities that will increase achievement and close the achievement gaps.

Action Step 1 5

Identify Lowest 25% students to participate in after school tutorial.

Person Responsible

Penni Lee

Schedule

Weekly, from 11/1/2017 to 3/23/2018

Evidence of Completion

EDW reports, teacher recommendation

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

Review tutorial student attendance and teacher lesson plans.

Person Responsible

Penni Lee

Schedule

Weekly, from 11/6/2017 to 3/23/2018

Evidence of Completion

Attendance logs, lesson plans

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

Review of students diagnostic data.

Person Responsible

Penni Lee

Schedule

Weekly, from 11/6/2017 to 3/23/2018

Evidence of Completion

Performance Matters and EDW data

G1.B1.S3 Develop teacher capacity by facilitating highly-effective Professional Learning Communities. `4`

🔑 S269856

Strategy Rationale

PLCs are evidence-based powerful practices that help to build positive school cultures that focus on improving instructional practices to meet the needs of all students and increase achievement.

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

G1.B2 Utilizing assessment data to inform instructional practices that meet the needs of all students. `2`

🔑 B255359

G1.B2.S1 Provide professional growth opportunities on obtaining and utilizing data for instructional alignment. `4`

🔑 S269857

Strategy Rationale

Teachers need to learn how to access student performance data to drive instruction.

Action Step 1 `5`

Contact district support staff to provide on site professional development.

Person Responsible

Alexander Bellas

Schedule

Monthly, from 9/18/2017 to 3/16/2018

Evidence of Completion

Agenda, PLC notes, classroom observations, data notebook

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

Review of data notebooks

Person Responsible

Alexander Bellas

Schedule

Monthly, from 9/11/2017 to 3/16/2018

Evidence of Completion

Performance Matters and EDW reports, lesson plans, PLC notes

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

Review of data notebooks , lesson plans and PLC notes.

> **Person Responsible**
>
> Alexander Bellas
>
> **Schedule**
>
> Monthly, from 9/11/2017 to 3/16/2018
>
> *Evidence of Completion*
>
> Performance Matters and EDW reports, lesson plans, PLC notes

G1.B3 Implementing and monitoring PLCs with fidelity. `2`

🔑 B255360

G1.B3.S1 Provide professional development on implementing effective PLCs. `4`

🔑 S269858

> **Strategy Rationale**
>
> To ensure teachers are meeting and collaborating to meet the needs of all students.

Action Step 1 `5`

Utilize school based PLC coordinator to provide training.

> **Person Responsible**
>
> Alexander Bellas
>
> **Schedule**
>
> Monthly, from 9/11/2017 to 3/16/2018
>
> *Evidence of Completion*
>
> PDD agendas, PLC notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review PLC notes.

Person Responsible

Alexander Bellas

Schedule

Monthly, from 9/11/2017 to 3/16/2018

Evidence of Completion

PLC notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Review of PLC notes, data notebooks and lesson plans.

Person Responsible

Alexander Bellas

Schedule

Monthly, from 9/11/2017 to 3/16/2018

Evidence of Completion

PLC notes, lesson plans, data notebooks

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.B1.S3.A1 A360803	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1 M385469	Review of data notebooks , lesson plans and PLC notes.	Bellas, Alexander	9/11/2017	Performance Matters and EDW reports, lesson plans, PLC notes	3/16/2018 monthly
G1.B2.S1.MA1 M385470	Review of data notebooks	Bellas, Alexander	9/11/2017	Performance Matters and EDW reports, lesson plans, PLC notes	3/16/2018 monthly
G1.B2.S1.A1 A360804	Contact district support staff to provide on site professional development.	Bellas, Alexander	9/18/2017	Agenda, PLC notes, classroom observations, data notebook	3/16/2018 monthly
G1.B3.S1.MA1 M385471	Review of PLC notes, data notebooks and lesson plans.	Bellas, Alexander	9/11/2017	PLC notes, lesson plans, data notebooks	3/16/2018 monthly
G1.B3.S1.MA1 M385472	Review PLC notes.	Bellas, Alexander	9/11/2017	PLC notes	3/16/2018 monthly
G1.B3.S1.A1 A360805	Utilize school based PLC coordinator to provide training.	Bellas, Alexander	9/11/2017	PDD agendas, PLC notes	3/16/2018 monthly
G1.B1.S2.MA1 M385467	Review of students diagnostic data.	Lee, Penni	11/6/2017	Performance Matters and EDW data	3/23/2018 weekly
G1.B1.S2.MA1 M385468	Review tutorial student attendance and teacher lesson plans.	Lee, Penni	11/6/2017	Attendance logs, lesson plans	3/23/2018 weekly
G1.B1.S2.A1 A360802	Identify Lowest 25% students to participate in after school tutorial.	Lee, Penni	11/1/2017	EDW reports, teacher recommendation	3/23/2018 weekly
G1.MA1 M385473	Review Unify FSQs and USAs, PBPAs, Winter Diagnostic data, classroom performance data	Silverman, Jeffrey	9/11/2017	Unify reports, Winter Diagnostic data (EDW), Grades	6/1/2018 monthly
G1.B1.S1.MA1 M385465	Review PLC notes and diagnostic data	Silverman, Jeffrey	9/12/2017	PLC notes, Performance Matters reports, Winter Diagnostic data (EDW)	6/1/2018 monthly
G1.B1.S1.MA1 M385466	Review of PLC notes and lesson plans during classroom observations and pre-conference meetings.	Silverman, Jeffrey	9/18/2017	PLC notes, lesson plans, pre-conference form, classroom observation notes	6/1/2018 monthly
G1.B1.S1.A1 A360801	Provide on site professional development and support with PLCs and the PBC Model of Instruction.	Silverman, Jeffrey	10/13/2017	Agenda, classroom observations, PLC notes	6/1/2018 semiannually

V. Professional Development Opportunities

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

G1. If we deliver and monitor effective, relevant, and rigorous instruction to meet the needs of all students, then we will increase academic achievement and ensure high school readiness.

G1.B1 Comprehensive understanding and delivery of a standards-based and rigorous model of instruction.

G1.B1.S1 Develop teacher capacity to deliver highly effective instruction using a research-based model of instruction.

PD Opportunity 1

Provide on site professional development and support with PLCs and the PBC Model of Instruction.

Facilitator

District support staff

Participants

Teachers

Schedule

Semiannually, from 10/13/2017 to 6/1/2018

G1.B2 Utilizing assessment data to inform instructional practices that meet the needs of all students.

G1.B2.S1 Provide professional growth opportunities on obtaining and utilizing data for instructional alignment.

PD Opportunity 1

Contact district support staff to provide on site professional development.

Facilitator

District support staff

Participants

Teachers

Schedule

Monthly, from 9/18/2017 to 3/16/2018

G1.B3 Implementing and monitoring PLCs with fidelity.

G1.B3.S1 Provide professional development on implementing effective PLCs.

PD Opportunity 1

Utilize school based PLC coordinator to provide training.

Facilitator

Alexander Bellas

Participants

Teachers

Schedule

Monthly, from 9/11/2017 to 3/16/2018

VI. Technical Assistance Items

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

G1. If we deliver and monitor effective, relevant, and rigorous instruction to meet the needs of all students, then we will increase academic achievement and ensure high school readiness.

G1.B1 Comprehensive understanding and delivery of a standards-based and rigorous model of instruction.

G1.B1.S2 Provide personalized learning and after school tutorials for struggling students and the Lowest 25% students using a standards-based focus and test-taking strategies.

TA Opportunity 1

Identify Lowest 25% students to participate in after school tutorial.

Facilitator

Penni Lee

Participants

Lowest 25% students

Schedule

Weekly, from 11/1/2017 to 3/23/2018