

The School District of Palm Beach County

Christa Mcauliffe Middle School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Duties

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

Members of the leadership team ensure that student learning remains a priority through continuous professional development, a focused model of instruction, and monitoring the fidelity of implementation as well as the progress toward achieving desired effects and student outcomes. The leadership team members facilitate and oversee different content-area professional learning communities on campus and actively participate as committee members and participants on school-based teams and councils. Data are used to make best decisions for greatest impact on student learning.

Early Warning Systems

Year 2017-18

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	23	21	20	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	16	20	30	0	0	0	0	66
Course failure in ELA or Math	0	0	0	0	0	0	32	41	55	0	0	0	0	128
Level 1 on statewide assessment	0	0	0	0	0	0	60	55	61	0	0	0	0	176

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	29	29	43	0	0	0	0	101

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	20	31	25	0	0	0	0	76

Date this data was collected

Saturday 8/18/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Total Learning Gains, Grade 6 ELA, Grade 7 Math, SWD Males and Females, and Black Males.

Which data component showed the greatest decline from prior year?

ELA Learning Gains.

Which data component had the biggest gap when compared to the state average?

The school outperforms State averages in all areas.

Which data component showed the most improvement? Is this a trend?

Science Achievement.

Describe the actions or changes that led to the improvement in this area.

Differentiated instruction and Study Island implementation with all students and a greater focus on Grade 8 Review of Grade 6-8 Standards.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	73%	56%	53%	68%	55%	52%
ELA Learning Gains	66%	57%	54%	61%	56%	53%
ELA Lowest 25th Percentile	54%	49%	47%	45%	49%	45%
Math Achievement	79%	61%	58%	76%	59%	55%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	73%	61%	57%	72%	60%	55%
Math Lowest 25th Percentile	58%	54%	51%	54%	48%	47%
Science Achievement	74%	55%	52%	61%	54%	50%
Social Studies Achievement	86%	75%	72%	78%	73%	67%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	23 (15)	21 (13)	20 (12)	64 (40)
One or more suspensions	16 (16)	20 (14)	30 (24)	66 (54)
Course failure in ELA or Math	32 (36)	41 (37)	55 (55)	128 (128)
Level 1 on statewide assessment	60 (56)	55 (58)	61 (72)	176 (186)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	68%	53%	15%	52%	16%
	2017	75%	54%	21%	52%	23%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2018	77%	54%	23%	51%	26%
	2017	72%	55%	17%	52%	20%
Same Grade Comparison		5%				
Cohort Comparison		2%				
08	2018	74%	60%	14%	58%	16%
	2017	69%	56%	13%	55%	14%
Same Grade Comparison		5%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	73%	56%	17%	52%	21%
	2017	75%	55%	20%	51%	24%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	65%	39%	26%	54%	11%
	2017	56%	38%	18%	53%	3%
Same Grade Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-10%				
08	2018	80%	65%	15%	45%	35%
	2017	81%	63%	18%	46%	35%
Same Grade Comparison		-1%				
Cohort Comparison		24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	74%	54%	20%	50%	24%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	72%	14%	71%	15%
2017	84%	73%	11%	69%	15%
Compare		2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	62%	38%	62%	38%
2017	100%	59%	41%	60%	40%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	57%	42%	56%	43%
2017	100%	55%	45%	53%	47%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-1%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	51	44	38	48	38	28	51	44		
ELL	33	64	61	45	62	54		76			
ASN	81	78	64	95	84		94	93	90		
BLK	49	48	45	51	55	43	47	68	68		
HSP	71	65	62	74	69	56	70	86	75		
MUL	73	59	50	78	73	50	100	69	90		
WHT	78	70	54	84	77	64	79	89	75		
FRL	62	59	51	69	67	53	62	79	64		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	41	31	35	45	34	26	38	47		
ELL	36	54	48	44	59	44		60			
ASN	76	73	54	87	76		79	93	89		
BLK	55	59	42	58	65	48	51	81	28		
HSP	66	63	52	74	67	50	58	85	69		
MUL	68	67		74	76	50	42	82	71		
WHT	79	71	50	83	73	61	80	87	75		
FRL	61	59	45	68	64	48	59	76	44		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Gains
Rationale	In school grading calculations, the ELA Gains cell was the only cell that a decrease from 68% to 66% occurred.
Intended Outcome	ELA Gains will increase from 66% to 70% by June 2019.
Point Person	Penni Lee (penni.lee@palmbeachschools.org)
Action Step	
Description	Critical Thinking classes have been created for Level 2 students. Provide intensive support for ELLs. Include additional ESE Classes in Reading Plus rotation. Emphasize Single School Culture (SB Policy 2.09)
Person Responsible	Penni Lee (penni.lee@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Weekly progress monitoring during PLCs.
Person Responsible	Penni Lee (penni.lee@palmbeachschools.org)
Activity #2	
Title	SWD Male & Female Proficiency
Rationale	An analysis of the data reveals a large disparity in proficiency between students with disabilities and students without disabilities in ELA and Math, based on the current FSA. The school-level weighted index for Male and Female SWD was 29%.
Intended Outcome	The school-level weighted index for Male and Female SWDs will be 45% by June 2019.
Point Person	Jeffrey Silverman (jeff.silverman@palmbeachschools.org)
Action Step	
Description	Identify SWD in need of additional tutoring. Include additional ESE Classes in Reading Plus Rotation. Utilize Study Island to differentiate instruction. Look more closely at numbers of students taking FSAA. Emphasize Single School Culture (SB Policy 2.09)
Person Responsible	Jeffrey Silverman (jeff.silverman@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Weekly check-in meetings and monthly analysis of usage and performance reports.
Person Responsible	Jeffrey Silverman (jeff.silverman@palmbeachschools.org)

Activity #3

Title Black Male Proficiency

Rationale An analysis of the data reveals a significant disparity in proficiency between Black male students and White or Hispanic male students in ELA and Math, based on the current FSA. The school-level weighted index for Black Male Students was 42%.

Intended Outcome The school-level weighted index for Black Male Students will be 53% by June 2019.

Point Person Jeffrey Silverman (jeff.silverman@palmbeachschools.org)

Action Step

Description Data Analysis and Data Chats with all faculty.
Utilize Study Island to differentiate instruction.
Identify Black Male students in need of additional tutoring.
Emphasize Single School Culture (SB Policy 2.09) by recognizing equity of rules, routines, and procedures.
Infuse multicultural aspects of historical events, historical leaders, and change agents (Statute 1003.42(2)).
Incorporate an appreciation of multicultural diversity (SB Policy 2.09)

Person Responsible Jeffrey Silverman (jeff.silverman@palmbeachschools.org)

Plan to Monitor Effectiveness

Description Monthly Check-In meetings and extensive data analysis.

Person Responsible Jeffrey Silverman (jeff.silverman@palmbeachschools.org)

Activity #4	
Title	Long-Term ELA Achievement
Rationale	ELA Proficiency was 73%, based on FSA. This measure is nearing the District Long-Term outcome of 75%.
Intended Outcome	ELA Proficiency will be 79% or higher by 2021.
Point Person	Penni Lee (penni.lee@palmbeachschools.org)
Action Step	
Description	Intensive Reading and Critical Thinking classes addressing student need in Reading. Adaptive Technology implemented with fidelity. Blast Off implemented with fidelity.
Person Responsible	Penni Lee (penni.lee@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Monthly Check-In Meetings. Weekly PLCs. Analysis of usage and performance reports. Single School Culture (SB 2.09) Infuse multicultural aspects of historical events, historical leaders, and society (Statute 1003.42(2)). Incorporate an appreciation of multicultural diversity (SB Policy 2.09)
Person Responsible	Penni Lee (penni.lee@palmbeachschools.org)
Activity #5	
Title	Long-Term Math Achievement
Rationale	Math Proficiency was 79%, based on FSA. This measure exceeds the District Long-Term outcome of 75%.
Intended Outcome	Math Proficiency will be 82% or higher by 2021.
Point Person	Rachelle Lowen (rachelle.lowen@palmbeachschools.org)
Action Step	
Description	Create intensive math classes to provide math remediation during the school day. Utilize Study Island to differentiate instruction. Enhance access to accelerated and advanced level courses. Data chats with teachers and students. Emphasize Single School Culture (SB Policy 2.09).
Person Responsible	Rachelle Lowen (rachelle.lowen@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Weekly PLC meetings and Monthly check-in meetings. Extensive data analysis of usage and performance reports. Check-in meetings with teachers.
Person Responsible	Rachelle Lowen (rachelle.lowen@palmbeachschools.org)

Activity #6	
Title	Long-Term Science Achievement
Rationale	Science Proficiency was 74%, based on FSA. This measure almost meets the District Long-Term outcome of 75%.
Intended Outcome	Science Proficiency will be 79% or higher by 2021.
Point Person	Shawn Servos (shawn.servos@palmbeachschools.org)
Action Step	
Description	Utilize Study Island to differentiate instruction. Enhance access to accelerated and advanced-level courses. Identify students in need of tutoring. Infuse multicultural aspects of scientists and scientific inquiry (Statute 1003.42(2)). Incorporate an appreciation of multicultural diversity (SB Policy 2.09)
Person Responsible	Shawn Servos (shawn.servos@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Weekly PLC meetings and monthly check-in meetings. Extensive analysis of usage and performance reports.
Person Responsible	Shawn Servos (shawn.servos@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

In an ongoing basis, parent involvement is always invited and encouraged. Communication with parents is comprehensive through Parent Link call-outs, School Messenger 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.

PFEP Link

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

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.

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.

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 all 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.

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).

Part V: Budget

Total:	\$0.00
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