

The School District of Palm Beach County

Congress Community Middle School



2018-19 Schoolwide Improvement Plan

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Congress Community Middle School

101 S CONGRESS AVE, Boynton Beach, FL 33426

<https://cgrm.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	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

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

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

Provide the school's vision statement.

Congress Middle Vision Statement is embedded within each department's vision.

Math

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

Reading

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

ELA

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

Social Studies

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

Science

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

Magnet

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

Electives

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

Guidance

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

ESE

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

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

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

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

ESOL

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

School Leadership Team

Membership

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

Name	Title
O'Connor, Denise	Principal
Grice, Shannon	Assistant Principal
Thompson, Kareem	Assistant Principal
Zitner, Michael	Assistant Principal
Wade, Joshua	Other
Taylor, Shaundrika	Assistant Principal

Duties

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

Administrators and Single School Culture Coordinator are responsible for monitoring resources and staff including academic tutors, to develop and execute differentiated standards based instruction. Grade Chairs are responsible for communicating, developing, implementing PLC's utilizing standards based instructional strategies and assessment.

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	18	29	33	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	66	65	60	0	0	0	0	191
Course failure in ELA or Math	0	0	0	0	0	0	50	70	36	0	0	0	0	156
Level 1 on statewide assessment	0	0	0	0	0	0	177	161	137	0	0	0	0	475
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	76	93	74	0	0	0	0	243

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	70	61	51	0	0	0	0	182
Retained Students: Previous Year(s)	0	0	0	0	0	0	70	61	51	0	0	0	0	182

Date this data was collected

Wednesday 8/22/2018

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	4	2	7	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	57	61	65	0	0	0	0	183
Course failure in ELA or Math	0	0	0	0	0	0	57	27	42	0	0	0	0	126
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	24	16	21	0	0	0	0	61

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	4	2	7	0	0	0	0	13	
One or more suspensions	0	0	0	0	0	0	57	61	65	0	0	0	0	183	
Course failure in ELA or Math	0	0	0	0	0	0	57	27	42	0	0	0	0	126	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	24	16	21	0	0	0	0	61	

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 L25% scored the lowest at 32% gains which demonstrated no movement from one year to the next. This is a trend because we have been decreasing.

Which data component showed the greatest decline from prior year?

Science showed the greatest decline, however all areas except for Acceleration decreased in proficiency significantly from the previous year. Learning Gains also decreased or maintained.

Proficiency - ELA 39 to 35; Math 42 to 36; Science 42 to 34; Civics 56 to 51;

Learning Gains - ELA 45 to 44; Math 44 to 42; L25 maintained scores as previous year.

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

When compared to the state, the biggest gaps were:

* ELA Achievement State=53; CMS=35

* Math Achievement State=58; CMS=36

*Science Achievement State = 52; CMS= 34

*Civics Achievement State = 72; CMS = 51

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

MS Acceleration points increased from 87 to 93

ELA 6th grade increased 3%

ELA 8th grade increased 4%

Math 8th grade increased 22%

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

Accelerated math class - Summer accelerated math camp offered for advanced students which resulted in being able to hand pick the advanced students. 6th & 8th grade ELA teachers met consistently for PLC's to develop standards based differentiated lessons and collaboratively regularly.

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	35%	56%	53%	37%	55%	52%
ELA Learning Gains	44%	57%	54%	48%	56%	53%
ELA Lowest 25th Percentile	32%	49%	47%	41%	49%	45%
Math Achievement	36%	61%	58%	39%	59%	55%
Math Learning Gains	42%	61%	57%	45%	60%	55%
Math Lowest 25th Percentile	38%	54%	51%	33%	48%	47%
Science Achievement	34%	55%	52%	36%	54%	50%
Social Studies Achievement	51%	75%	72%	57%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	18 (4)	29 (2)	33 (7)	80 (13)
One or more suspensions	66 (57)	65 (61)	60 (65)	191 (183)
Course failure in ELA or Math	50 (57)	70 (27)	36 (42)	156 (126)
Level 1 on statewide assessment	177 (0)	161 (0)	137 (0)	475 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

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	32%	53%	-21%	52%	-20%
	2017	29%	54%	-25%	52%	-23%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	29%	54%	-25%	51%	-22%
	2017	34%	55%	-21%	52%	-18%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
08	2018	38%	60%	-22%	58%	-20%
	2017	42%	56%	-14%	55%	-13%
Same Grade Comparison		-4%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	29%	56%	-27%	52%	-23%
	2017	30%	55%	-25%	51%	-21%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	8%	39%	-31%	54%	-46%
	2017	10%	38%	-28%	53%	-43%
Same Grade Comparison		-2%				
Cohort Comparison		-22%				
08	2018	32%	65%	-33%	45%	-13%
	2017	42%	63%	-21%	46%	-4%
Same Grade Comparison		-10%				
Cohort Comparison		22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	32%	54%	-22%	50%	-18%
	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	47%	72%	-25%	71%	-24%
2017	52%	73%	-21%	69%	-17%
Compare		-5%			
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	89%	62%	27%	62%	27%
2017	95%	59%	36%	60%	35%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	56%	44%
2017	100%	55%	45%	53%	47%
Compare		0%			

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	12	34	30	11	31	28	15	17			
ELL	11	36	29	14	32	29	4	30			
ASN	79	74		74	53				91		
BLK	29	42	32	29	38	36	23	44	95		
HSP	32	38	26	38	47	39	41	55	84		
MUL	56	59		53	56						
WHT	77	62		72	59		68	88	100		
FRL	31	42	32	33	40	37	31	48	91		
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	7	23	22	5	25	32	8	22			
ELL	15	34	33	17	28	32	13	37			
ASN	78	65		83	61						
BLK	30	41	34	34	42	37	36	52	82		
HSP	44	50	29	47	43	32	50	47	85		
MUL	79	69		85	69						
WHT	68	54	17	68	55		52	83	89		
FRL	35	43	32	38	43	38	38	52	84		

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	To ensure progress towards student achievement within all content areas in alignment with LTO 2, High School Readiness and LTO 3 High School Graduation Rate
Rationale	Based on our FY18 FSA data, this is our area of focus due to the following data: Proficiency - ELA 39 to 35; Math 42 to 36; Science 42 to 34; Civics 56 to 51; Learning Gains - ELA 45 to 44; Math 44 to 42; L25 maintained scores as previous year.
Intended Outcome	Our intended outcomes to earn a school grade of a B are: Meeting Standards: ELA=45 and increase of 10%; Math=45- an increase of 11%; Science=45 is an increase of 11%; Civics - 65 is an increase of 14%; MS Accel - 95 is an increase of 2%; Learning Gains: ELA - 55 is an increase of 11%; Math - 50 is an increase of 8%; L25 in ELA - 45 is an increase of 13%; and L25 Math - 45 is an increase of 7%
Point Person	Denise O'Connor (denise.oconnor@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment with S.B.2.09 with a focus on Reading and Writing across the content areas:</p> <ul style="list-style-type: none"> * Academic Tutors will provide in classroom support for small group instruction (Grice and Taylor) * Math Resource teacher will provide in classroom support for small group instruction in addition to coaching (Wade) * Students use Study Island to build content knowledge in Science (6-8) and Civics (7) (Zitner & Thompson) * Data-driven, small group differentiated instruction in all subjects (Wade, Taylor, Grice, Zitner, Thompson) * Data-driven discussions to include - Admin to teacher; teacher to student; student to student./parent * Assisted technology: Kahn Academy (Math); IXL (Math); Reading Plus (Intensive Rdg. & ELA)
Person Responsible	Denise O'Connor (denise.oconnor@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<p>School-wide effectiveness will be monitored by:</p> <ul style="list-style-type: none"> * FSQs, USA, Winter Diagnostics, PBPA's; Insight assessment (Reading Plus); unit assessments and common assessments. Data from these assessments will be uploaded in the CMS Monitoring Matrix. * Daily classroom check in's; Rigor Walks; and Observations will be used to monitor the fidelity of implementation of instructional strategies.
Person Responsible	Denise O'Connor (denise.oconnor@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.

Parents will be provided with extensive training workshops (Cougar Universities) that build their capacity to impact student achievement in FY 2014-2015.

Parents will be notified about school news and information through the newsletters and Edline.

Teachers will communicate classroom news to parents through Edline.

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.

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

The SBT follows the required district protocols for struggling students and/or referrals.

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

Tier II - Secondary Interventions (Written by SBT)

Tier III - Intensive Interventions (SBT or CST)

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

A full time MTSS Behaviorr Coach is housed at Congress MS to assist students with academics and social emotional issues.

Junior Classy Ladies, Distinguished Gentlemens Club and Boys and Blue Mentoring programs support students.

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

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

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

Current 8th grade students receive information on district choice programs and other educational opportunities available to them. Representatives from Palm Beach County Choice schools and programs are invited to the school and have an opportunity to highlight individual choice programs available within

their respective schools. High School Counselors make direct classroom presentation that assist 8th grader in selecting course offerings.

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

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.

Congress Middle School makes every effort to address the needs of all children in our school, particularly those at risk of not meeting state proficiency levels of achievement; we will use Title I funds to support students.

Title I, Part A

The Title I funds that CMS receives will be used to ensure students needing remediation will receive services.

Title I, Part C - Migrant

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

Title II

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

Title III

The ESOL program services offered at CMS are designed to assist ELLs in developing English Language proficiency while simultaneously developing their competencies in academic content areas

Violence Prevention Programs: J. Johnson Bullying Prevention; Bullying Box and Hotline

Career and Technical Education

CMS students are provided with career education planning. Guidance works with 7th and 8th grade students making decisions about academic choices and careers.

Choice Program: Pre-Engineering, Digital Graphic Design, Video Production, Pre-Medical and Culinary.

Other

The STEAM program at Congress is funded by the federal government through the highly-competitive Magnet Schools Assistance Program grant, valued at almost \$12 million dollars and disbursed among only 5 schools in the School District of Palm Beach County. The Grant will fund Congress as one of the first schools in the district to receive one-to-one iPads. The grant will fund (next three years): Arts in Residence, Science Investigation Lab, Maker Space, Digital Piano, Orchestra String Instruments, Lego Mindstorms, Dance Studio, Gateway to Technology Engineering Curriculum. Teachers will receive extensive training from Project-Based Learning, and art integration.

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

*Promotion as SAC Meetings; Information in Newsletter; Guidance and Teacher recommendations for programs.

* High School Credit Course offerings are available on campus and through Florida Virtual, which students are encouraged to take responsibly. Some courses offer industry certifications.

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

Part V: Budget	
Total:	\$2,500.00