

The School District of Palm Beach County

Conniston Middle School



2018-19 Schoolwide Improvement Plan

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Conniston Middle School

3630 PARKER AVE, West Palm Beach, FL 33405

<https://cntm.palmbeachschools.org>

School Demographics

| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Middle School 6-8 | Yes | 83% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 84% |

School Grades History

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

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.

Conniston Middle School is committed to providing a world-class education with excellence and equity to empower most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive

Provide the school's vision statement.

Conniston Middle School envisions a dynamic, collaborative multi-cultural community where education and life-long learning allow students to reach their highest potential to 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 | |
|--------------------|---------------------|
| Otero, Oscar | Principal |
| Vennett, Michael | Assistant Principal |
| Gatlin, Derwin | Assistant Principal |
| Reyes, Michelle | Assistant Principal |
| Crespo, Ivelisse | Instructional Coach |
| Gonzalez, Jeanette | Instructional Coach |
| Daniel, Antonine | Instructional Coach |
| Mueller, Michelle | School Counselor |
| Cedeno, Lisette | Instructional Coach |

Duties

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

The Principal provides a common vision for the use of data-based decision-making to ensure:

- *an effective academic program is in place.
- *a process to address and monitor subsequent needs is created.
- *the problem-solving team (School Based Team) is assisting with academic and behavioral interventions.

One venue our school uses for encouraging positive working relationships within our instructional leadership team. A meeting schedule has been designed to allow our team to meet and discuss researched-based protocols and instructional strategies to address behavioral needs. Student improvement is monitored and instruction is adjusted according to student data. Academic and behavioral needs are addressed through scheduled Professional Learning Communities that will include unpacking standards, AVID strategies, determining

Early Warning Systems

Year 2017-18

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | Grade |
|---------------------------------|---|---|---|---|---|---|-----|-------|
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 34 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 30 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 67 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 174 | |

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 |

The number of students identified as retainees:

| Indicator | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------|---|---|---|---|---|---|
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected

Tuesday 9/11/2018

Year 2016-17 - As Reported

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | Grade |
|---------------------------------|---|---|---|---|---|---|-----|-------|
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 34 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 30 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 67 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 174 | |

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 |

Year 2016-17 - Updated

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | Gr |
|--|---|---|---|---|---|---|-----|----|
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 34 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 30 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 67 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 174 | |
| The number of students identified by the system as exhibiting two or more early warning indicators: | | | | | | | | |
| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | Gr |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CI

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

- Student Achievement in Civics declined by 4% in 2018, it was 64% compared to 68% in 2017.
- Seventh grade ELA achievement has the greatest number of low performing students, with 139 performing at level 1.
- Seventh grade and eighth grade Math achievement have the greatest number of low performing students, with 136 performing at level 1 and 146 performing at level 2.

Which data component showed the greatest decline from prior year?

- Civics achievement declined by 4%, from 68% to 64% from 2017 to 2018.
- ELA achievement decreased by 1% in learning gains from 53% to 52% and by 1% with L25% learning gains from 45% to 44% from 2017 to 2018.
- Achievement for BLK subgroup declined the most in ELA from 2017 to 2018.
- ELA learning gains decreased from 52% to 45%
- ELA learning gains from the lowest quartile decreased from 54% to 44%.

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

- Science achievement gap between the school at 44% and the state, at 52% is -8%.
- Seventh grade math achievement gap between the school at 19% and the state, at 54% is -35%.
- Eighth grade math achievement gap between the school at 56% and the state, at 45% is -11%.

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

Math percentile in proficiency improved by 9% from 2017 to 2018, from 42% to 51%. Learning gains in Mathematics quartile increased by 12%.

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

- We hired a .5 math instructional coach and .5 math resource teacher to build teacher capacity through PLCs with a target focus on FSA standards instruction and AVID strategies. Remedial instruction was provided to our lowest quartile target group.

- During school pull-out program was implemented 2-3 times a week by math instructors.
- Remedial and enrichment boot camps were strategically provided during the school year.
- A double Math block was provided to students scoring a level 2 or level 1 on previous FSA assessment in Mathematics.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary)

| School Grade Component | 2018 | | |
|-----------------------------|--------|----------|-------|
| | School | District | State |
| ELA Achievement | 49% | 56% | 58% |
| ELA Learning Gains | 52% | 57% | 59% |
| ELA Lowest 25th Percentile | 44% | 49% | 51% |
| Math Achievement | 51% | 61% | 63% |
| Math Learning Gains | 54% | 61% | 63% |
| Math Lowest 25th Percentile | 49% | 54% | 56% |
| Science Achievement | 44% | 55% | 57% |
| Social Studies Achievement | 64% | 75% | 77% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (primary) | |
|---------------------------------|-----------------------|-----|
| | 6 | 7 |
| Attendance below 90 percent | 34 (34) | 44 |
| One or more suspensions | 30 (30) | 35 |
| Course failure in ELA or Math | 67 (67) | 70 |
| Level 1 on statewide assessment | 174 (174) | 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 |
| 06 | 2018 | 46% | 53% | -7% |
| | 2017 | 42% | 54% | -12% |
| Same Grade Comparison | | 4% | | |
| Cohort Comparison | | | | |
| 07 | 2018 | 45% | 54% | -9% |
| | 2017 | 45% | 55% | -10% |
| Same Grade Comparison | | 0% | | |
| Cohort Comparison | | 3% | | |
| 08 | 2018 | 51% | 60% | -9% |
| | 2017 | 47% | 56% | -9% |
| Same Grade Comparison | | 4% | | |
| Cohort Comparison | | 6% | | |

| MATH | | | | |
|-----------------------|------|--------|----------|----------------------------|
| Grade | Year | School | District | School-District Comparison |
| 06 | 2018 | 45% | 56% | -11% |
| | 2017 | 34% | 55% | -21% |
| Same Grade Comparison | | 11% | | |
| Cohort Comparison | | | | |
| 07 | 2018 | 19% | 39% | -20% |
| | 2017 | 16% | 38% | -22% |
| Same Grade Comparison | | 3% | | |
| Cohort Comparison | | -15% | | |
| 08 | 2018 | 56% | 65% | -9% |
| | 2017 | 43% | 63% | -20% |
| Same Grade Comparison | | 13% | | |
| Cohort Comparison | | 40% | | |

| SCIENCE | | | | |
|-------------------|------|--------|----------|----------------------------|
| Grade | Year | School | District | School-District Comparison |
| 08 | 2018 | 42% | 54% | -12% |
| | 2017 | | | |
| Cohort Comparison | | | | |

| BIOLOGY EOC | | | |
|-------------|--------|----------|-----------------------|
| Year | School | District | School Minus District |
| 2018 | | | |
| 2017 | | | |
| CIVICS EOC | | | |
| Year | School | District | School Minus District |
| 2018 | 60% | 72% | -12% |
| 2017 | 61% | 73% | -12% |
| Compare | | -1% | |
| HISTORY EOC | | | |
| Year | School | District | School Minus District |
| 2018 | | | |
| 2017 | | | |
| ALGEBRA EOC | | | |
| Year | School | District | School Minus District |
| 2018 | 92% | 62% | 30% |
| 2017 | 84% | 59% | 25% |

| ALGEBRA EOC | | | |
|--------------|--------|----------|-----------------------|
| Year | School | District | School Minus District |
| Compare | | 8% | |
| GEOMETRY EOC | | | |
| Year | School | District | School Minus District |
| 2018 | 100% | 57% | 43% |
| 2017 | 96% | 55% | 41% |
| Compare | | 4% | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUP | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. |
| SWD | 24 | 44 | 39 | 29 | 45 | 42 | 16 |
| ELL | 21 | 43 | 43 | 29 | 46 | 47 | 19 |
| ASN | 75 | 70 | | 80 | 75 | | |
| BLK | 33 | 45 | 44 | 37 | 48 | 41 | 37 |
| HSP | 46 | 51 | 44 | 49 | 54 | 51 | 41 |
| MUL | 63 | 60 | | 60 | 57 | | |
| WHT | 67 | 59 | 39 | 66 | 58 | 54 | 61 |
| FRL | 45 | 50 | 43 | 48 | 53 | 48 | 42 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUP | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. |
| SWD | 12 | 33 | 36 | 11 | 23 | 21 | 10 |
| ELL | 21 | 41 | 41 | 18 | 28 | 30 | 5 |
| ASN | 62 | 62 | | 75 | 50 | | |
| BLK | 32 | 52 | 54 | 31 | 40 | 26 | 35 |
| HSP | 46 | 51 | 43 | 39 | 43 | 39 | 36 |
| MUL | 60 | 69 | | 50 | 33 | | |
| WHT | 67 | 59 | 41 | 63 | 53 | 46 | 69 |
| FRL | 43 | 50 | 45 | 36 | 42 | 36 | 36 |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important school data sources, including the data from Section II (Needs Assessment).

Areas of Focus:

| Activity #1 | |
|-------------------------------|--|
| Title | To ensure progress towards student achievement within Math and ELA instruction to support the ex |
| Rationale | <ul style="list-style-type: none"> • ELA has not made significant improvement in achievement and learning gains. • Mathematics showed the greatest improvement in proficiency and learning gains from 2017 to 201 • These focus areas align with the district strategic plan to increase reading on grade level to 75% and ensure 75% high school readiness. |
| Intended Outcome | Increase student proficiency by 5% to be on target for meeting the LTO of the Strategic Plan by 202 Increase learning gains by 5% to be on target for meeting the LTO of the Strategic Plan by 2021. Increase our student growth in the lowest quartile by 5% to be on target for meeting the LTO of the S |
| Point Person | Oscar Otero (oscar.otero@palmbeachschools.org) |
| Action Step | |
| Description | Pillars of Effective Instruction - Students are immersed in rigorous tasks encompassing the full intent Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multi all disciplines. *Administrators conduct walkthroughs for evidence of reading informational texts in content classroo *Administrator visits classroom(s) and provides feedback to teacher(s) and instructional coaches to * Teachers meet in PLCs weekly to review student response to tasks and plan text dependent ques strategy based groups to implement during core with students to support their success with comple * Math teachers will implement Formative Assessments (FSQs, USAs, Bellringers) aligned to the MAFS and including tasks designed using Florida Standards Assessment * Teachers will regularly incorporate AVID, RIGOR and WICOR strategies in order to increase stude regularly incorporate knowledge checks (formative assessments) and use the collected data to gaug content. * Academic tutors will provide in classroom support for small group instruction in ELA and Mathemat *Principals and Assistant Principals supervising ELA/Reading/Mathematics/Civics/Sciences/IND. C |
| Person Responsible | Oscar Otero (oscar.otero@palmbeachschools.org) |
| Plan to Monitor Effectiveness | |
| Description | Conniston Middle School will measure success using formal and informal assessments, PBPA's, FS Performance Matters, observational data, progress reports, report cards, PLC, department head M |
| Person Responsible | Oscar Otero (oscar.otero@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 program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is no

Describe how the school plans to build positive relationships with parents, families, and other community members to meet the needs of students.

Conniston uses the school website, Twitter and other social media and parent conferences to stay in communication with parents. We also hold award ceremonies and other activities for parents to participate in with their child. Also SAC, E-mail communication, volunteer opportunities. Conniston Middle School will increase relationship by considering the four C's: Cognition (skills and knowledge) and Confidence (self-efficacy).

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 services.

To ensure the requirements for students with social-emotional needs are being met, Conniston Middle School's guidance counselor and school psychologist provides supports for students who exhibit the need for social-emotional support and redirection. The counselor, which addresses, grades, behavior, socio-emotional status, and environmental concerns. We have a student meeting which is designed to assist students with coping using age-appropriate social skills, and the program fosters academic growth. Students will meet with mentors, case managers and community stakeholders for support.

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

Conniston Middle School's assistant principal and guidance counselors schedule visits to the elementary school to monitor student processes. Parents and students are encouraged to visit the school to meet with counselors in advance to discuss student progress in reading and math if necessary. For our 6th grade cohort, we facilitate student orientation sessions and a back to school night. Incoming and outgoing 8th grade students are supported by the administration, guidance counselors, mentors, department heads, and teachers to prepare for a successful transition rigorous high school level coursework. In addition, the CMS faculty consistently monitors student progress guided by the Florida Standards in English/Language Arts College and Career Readiness Anchor Standards for Language Development (vocabulary).

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, materials, services, needs of all students and maximize desired student outcomes. Include the methodology for coordinating services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is used to determine how to apply resources for the highest impact.

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

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

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

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

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

Guidance coordinates with the district migrant department to ensure student needs are met. McKinney-Vento act is available through the district for identified students. Staff continually works with the homeless department to ensure student needs are met.

School coordinates with district resource officers to inform parents and students about bullying and safety in using the school department to adopt a local park and cemetery as community service. Partnership with Palm Beach Atlantic through the

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following the SINGLE SCHOOL BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during the year to reflect multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

SBT Meetings - Problem Solving Model (held once a week)

1. Problem Identification entails identifying the problem and the desired behavior improvement for the student. 2. Data Collection occurring by collecting data to determine possible causes of the identified problem. 3. Intervention Design & Implementation interventions based upon data previously collected. These interventions are implemented. 4. Interventions are monitored.

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

Several initiatives and programs have been established within our site to foster a college-going culture and to support families as they work toward achieving college readiness for all students. Some of these initiatives within Single School include:

*The promotion of increased student participation and performance International Baccalaureate® (IB) coursework.

*The PSAT school day test administration which allows the opportunity for students to take the PSAT on their own campus during Saturday testing for low-income students.

*The AVID (Advancement Via Individual Determination) program which promotes student self-management and includes an elective AVID course that includes instruction in college readiness topics and strategies.

*Business partnership with the Palm Beach Atlantic University entails close collaboration including science curriculum development and choices.

Part V: Budget

| |
|--------|
| Total: |
|--------|