Christa Mcauliffe Middle School

leadership

analysis

students

Florida

college and career

mission

family and community involvement

school improvement

ambitious

striving

teaching

achievement

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needs assessment

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growth

2019-20 Schoolwide Improvement Plan

Table of Contents

Christa Mcauliffe Middle School

6500 LE CHALET BLVD, Boynton Beach, FL 33472

https://cmms.palmbeachschools.org

Demographics

Principal: Dwight Graydon

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (71%) 2016-17: A (69%) 2015-16: A (64%) 2014-15: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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	Job Duties and Responsibilities
Silverman, Jeffrey	Principal	Oversee all aspects of operational and instructional processes, people, and technology. Supervises Social Studies and ESE.
Lee, Penni	Assistant Principal	Supervises ELA Department. School Leadership.
Lowen, Rachelle	Assistant Principal	Supervises Math Department and Fine Arts. School Leadership.
Servos, Shawn	Assistant Principal	Supervises Science and PE. School Leadership.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	528	494	479	0	0	0	0	1501
Attendance below 90 percent	0	0	0	0	0	0	11	23	27	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	23	27	25	0	0	0	0	75
Course failure in ELA or Math	0	0	0	0	0	0	66	42	85	0	0	0	0	193
Level 1 on statewide assessment	0	0	0	0	0	0	56	83	74	0	0	0	0	213

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	40	36	51	0	0	0	0	127

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	30	21	30	0	0	0	0	81
Students retained two or more times	0	0	0	0	0	0	1	0	2	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

86

Date this data was collected or last updated

Monday 7/29/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	29	43	0	0	0	0	101

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	29	43	0	0	0	0	101

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	72%	58%	54%	73%	56%	52%
ELA Learning Gains	61%	56%	54%	68%	57%	54%
ELA Lowest 25th Percentile	52%	49%	47%	50%	48%	44%
Math Achievement	76%	62%	58%	79%	61%	56%
Math Learning Gains	68%	60%	57%	71%	61%	57%
Math Lowest 25th Percentile	56%	53%	51%	57%	52%	50%
Science Achievement	71%	52%	51%	70%	53%	50%
Social Studies Achievement	81%	75%	72%	86%	76%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	528 (0)	494 (0)	479 (0)	1501 (0)
Attendance below 90 percent	11 (23)	23 (21)	27 (20)	61 (64)
One or more suspensions	23 (16)	27 (20)	25 (30)	75 (66)
Course failure in ELA or Math	66 (32)	42 (41)	85 (55)	193 (128)
Level 1 on statewide assessment	56 (60)	83 (55)	74 (61)	213 (176)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	74%	58%	16%	54%	20%
	2018	68%	53%	15%	52%	16%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	66%	53%	13%	52%	14%
	2018	77%	54%	23%	51%	26%
Same Grade Comparison		-11%				
Cohort Comparison		-2%				
08	2019	75%	58%	17%	56%	19%
	2018	74%	60%	14%	58%	16%
Same Grade Comparison		1%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	72%	60%	12%	55%	17%
	2018	73%	56%	17%	52%	21%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	50%	35%	15%	54%	-4%
	2018	65%	39%	26%	54%	11%
Same Grade Comparison		-15%				
Cohort Comparison		-23%				
08	2019	78%	64%	14%	46%	32%
	2018	80%	65%	15%	45%	35%
Same Grade Comparison		-2%				
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	71%	51%	20%	48%	23%
	2018	74%	54%	20%	50%	24%
Same Grade Comparison		-3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	72%	8%	71%	9%
2018	86%	72%	14%	71%	15%
Compare		-6%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	64%	35%	61%	38%
2018	100%	62%	38%	62%	38%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	60%	39%	57%	42%
2018	99%	57%	42%	56%	43%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	37	44	37	40	50	44	37	54	55		
ELL	50	58	58	52	58	47	41	63	50		
ASN	85	77	57	89	82	67	85	90	92		
BLK	50	55	49	51	50	43	34	60	39		
HSP	71	58	46	72	65	58	66	81	78		
MUL	66	55	47	71	72	55	71	100	91		
WHT	76	63	57	83	72	61	79	84	81		
FRL	58	57	48	62	60	46	55	67	64		

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		

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
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	615
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Lowest 25th Percentile was the lowest area of the Grading Matrix with 53% in 2019, which was a decline from 54% in 2018. The trend in this area was increasing prior to this result.
Grade 7 Math proficiency showed the lowest performance. Although declines in Grade 7 Math proficiency were expected with increases of students in AMP entering Middle School, the 15% drop observed from 2018 to 2019 was not anticipated.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math learning gains decreased 5 points from 73% in 2018 to 68% in 2019. ELA learning gains decreased 4 points from 66% in 2018 to 62% in 2019. Social Studies EOC declined 5 points from 86% in 2018 to 81% in 2019. Tracking learning gains was not a focus area during school year 2018-2019.
Grade 7 Math achievement showed the greatest decline from the prior year, 65% decreased to 50%. Progress monitoring was increased among SWD and most likely decreased for total.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Grade 7 Math Achievement had the greatest gap, with 50% proficient as compared to State average of 54%. The gap was expected but not to the extent that occurred. In fact, all other disaggregated data points are above the State averages. Trends were increasing prior to this result.

Which data component showed the most improvement? What new actions did your school take in this area?

Grade 6 ELA Achievement showed the most improvement. Reading and writing strategies across the curriculum were ramped up. Blast Off was implemented with fidelity. Intensive Reading targeted struggling learners and Reading Plus was used consistently and effectively.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The increase in students with L1 on State Assessments is a major concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Grade 7 Mathematics
2. Math Learning Gains
3. ELA Learning Gains
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To increase Grade 7 Mathematics achievement in alignment with the District's Strategic Plan to support the expectations of LTO #2; Ensure High School Readiness.
Rationale	The anticipated decrease in Grade 7 Mathematics exceeded expectations. Stakeholders were aware that increasing advanced-level students would cause significant impact on Grade 7 results since those student's results would contribute to Grade 8 data. However, the school had never observed an outcome below the State average. Although the school outperformed the District average in this area, this decrease merits a deep look into instruction and progress monitoring.

State the measurable outcome the school plans to achieve	By June 2020, Grade 7 Mathematics outcomes will increase from 50% to 60% thus contributing to a Total Math Proficiency of 80% which exceeds the target for meeting the LTO of the Strategic Plan by 2021.
Person responsible for monitoring outcome	Rachelle Lowen (rachelle.lowen@palmbeachschools.org)
Evidence-based Strategy	Intensive Math classes help to remediate and support students needing more time to learn math standards. PLCs will be implemented with fidelity. A stronger focus on tracking student progress across the mathematics department will be embedded in each PLC and each teacher's professional growth plan (PGP). This single department culture will impact single school culture and keep teachers focused on the target.
Rationale for Evidence-based Strategy	Pillars of Effective Instruction - Student are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Professional Learning Communities enable teachers to collaboratively utilize the Continuous Improvement Model whereby teachers analyze how to best meet student needs through data-informed decisions and best-practice discussions. Standards-based instruction, high expectations, personalized teaching and learning, and increased student engagement within Math courses, including the additional Intensive Courses, will help to achieve this outcome.

Action Step	
Description	1. Meet with select Grade 7 mathematics teachers about targets and increased intensive support. Meet with Grade 8 teachers who are working with the cohort this year so they support targets and additional necessary extended-learning opportunities (tutoring programs before, during, and after school) 2. Monitor PLC progress 3. Identify PGP element (Tracking Progress) for Deliberate Practice portion of the Focused Model of Instruction 4. Monitor progress toward achieving the goals 5. Observe teachers implementing the targeted element.
Person Responsible	Rachelle Lowen (rachelle.lowen@palmbeachschools.org)

#2	
Title	To ensure progress in Learning Gains within ELA and Mathematics instruction in alignment with the District's Strategic Plan to support the expectations of LTO #2; Ensure High School Readiness.
Rationale	Learning Gains in both ELA and Mathematics decreased 4% and 5% respectively. Focusing on learning gains in these two areas will contribute to proficiency and help to meet or exceed the District's Strategic Plan to increase achievement on grade level to 75% and ensure 75% high school readiness by 2021.
State the measurable outcome the school plans to achieve	Learning Gains will increase 5% in both ELA, 62% to 67%, and Mathematics, 68% to 73% thus contributing to a over all ELA and Math Proficiency targets that meet or exceed the LTO of the Strategic Plan by 2021.
Person responsible for monitoring outcome	Jeffrey Silverman (jeff.silverman@palmbeachschools.org)
Evidence-based Strategy	PLCs will be implemented with fidelity and a stronger focus on tracking student progress across the mathematics department and ELA department will be embedded in each PLC. Collaboration among teachers to meet the intent of the standards while targeting increases in learning gains will yield positive results.
Rationale for Evidence-based Strategy	Pillars of Effective Instruction - Research supports that students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Professional Learning Communities enable teachers to collaboratively utilize the Continuous Improvement Model whereby teachers analyze how to best meet student needs through data-informed decisions and best-practice discussions. A single school culture as well as an appreciation of multicultural diversity is instilled across the campus and contributes to a positive climate for increasing academics and enhancing school performance. Remaining steadfast on staying focused on monitoring progress and implementing greater collaborative PLCs will enhance learning gains and school performance. In addition, getting all teachers to buy-in to the importance of everyone teaching literacy will help us to achieve this goal.

Action Step	
Description	1. Increase number of students in Intensive Reading, Intensive Math, and Critical Thinking. 2. ALL Science and Social Studies teachers will be trained in Content Literacy Strategies (Reading). 3. Increase tutoring programs specific to State standards. 4. Implement co-teacher service delivery model for ELA and Math inclusion classes (Regular with ESE full time). 5 Monitor progress toward achieving this goal.
Person Responsible	Jeffrey Silverman (jeff.silverman@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Our school will stay focused on the priorities and monitor progress toward the goals. In addition, we will enhance our service delivery models within inclusive settings. All State assessed grade-level courses will use the co-teacher service delivery model for inclusion and the other courses will use support facilitation for inclusion. The subgroup SWD will be monitored closely as the gap between this subgroup and others is too large.

Of critical importance, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels,
including but not limited to:
(a) History of Holocaust
(b) History of Africans and African Americans
(c) Hispanic Contributions
(d) Women's Contributions
(e) Sacrifices of Veterans, and the value of Medal of Honor recipients
Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Principles of Agriculture
• Effects of alcohol and narcotics
• Kindness to animals
• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness;
respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance;
and cooperation.

Throughout this plan's implementation, single school culture and an appreciation of multicultural diversity is interwoven. We know that school climate is dependent on positive relationships, cultural sensitivity, as well as the instructional expectations and personalization necessary to meet the needs of every child that enable all students to reach their highest potential.

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 Schoolwide Improvement Plan 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.

Open House along with Parent University and several other parent-invitation events help to form bonds between the community and the school. The School Advisory Council meets consistently and helps to deepen positive relationships with parents, families, and other community stakeholders. The PTSA, volunteer, and business partner liaison reaches into the community to enhance these relationships which helps to fulfill the school's mission and support the needs of students.

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.

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

Christa McAuliffe Middle School integrates a 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). In addition, an appreciation for multicultural diversity through our antibullying campaign, structured lessons, SwPBS implementation is achieved.

The School-based RtI Leadership Team meets regularly to review and monitor data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective 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.

Based on data and discussion, the School-Based Team (SBT) will identify students in need of additional academic or behavioral supports (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 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.

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.

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).

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

The school works closely with feeder High Schools to advance college and career awareness. The Volunteer and Business Partner liaison and many club sponsors also contribute to creating tighter ties with community and business members who help to advance awareness of careers during the school year.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To increase Grade 7 Mathematics achievement in alignment with the District's Strategic Plan to support the expectations of LTO #2; Ensure High School Readiness.				$0.00
2	III.A.	Areas of Focus: To ensure progress in Learning Gains within ELA and Mathematics instruction in alignment with the District's Strategic Plan to support the expectations of LTO #2; Ensure High School Readiness.				$5,397.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	510-Supplies	1821 - Christa Mcauliffe Middle Schl	School Improvement Funds	1447.0	$5,397.00
			Notes: The School Improvement funds will be used for programs and processes to support student achievement as approved by the School Advisory Council.			
					Total:	$5,397.00