
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	17
Title I Requirements	20
Budget to Support Goals	22

Congress Community Middle School

101 S CONGRESS AVE, Boynton Beach, FL 33426

<https://cgrm.palmbeachschools.org>

Demographics

Principal: Denise O'connor

Start Date for this Principal: 1/1/2013

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	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: C (43%) 2017-18: C (45%) 2016-17: C (47%) 2015-16: C (46%) 2014-15: C (50%)
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	TS&I
* 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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	17
Title I Requirements	20
Budget to Support Goals	22

Congress Community Middle School

101 S CONGRESS AVE, Boynton Beach, FL 33426

<https://cgrm.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>90%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>92%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
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	Job Duties and Responsibilities
O'Connor, Denise	Principal	School-wide: Provide strategic direction in the school system. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Grice, Shannon	Assistant Principal	ELA, Guidance, ELL; 7th Grade: Provide strategic direction for the departments. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, hire and evaluate staff and oversee business partnerships.
Thompson, Kareem	Assistant Principal	ESE, Science, 6th Grade: Provide strategic direction for the departments. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, hire and evaluate staff and oversee Title One.
Zitner, Michael	Assistant Principal	Social Studies & Electives & 8th Grade: Provide strategic direction for the departments. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, hire and evaluate staff and oversee ESP Program.
Taylor, Shaundrika	Assistant Principal	Magnet & Reading Dept.: Provide strategic direction for the departments. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, hire and evaluate staff and oversee Choice Programs.
Haynes, Lorenzo	Other	Math: Provide strategic direction for the departments. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and oversee Schoolwide Positive Behavior Support Systems.

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	428	393	457	0	0	0	0	1278
Attendance below 90 percent	0	0	0	0	0	0	18	37	30	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	89	129	94	0	0	0	0	312
Course failure in ELA or Math	0	0	0	0	0	0	121	110	96	0	0	0	0	327
Level 1 on statewide assessment	0	0	0	0	0	0	186	292	237	0	0	0	0	715
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	120	157	118	0	0	0	0	395

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	95	72	97	0	0	0	0	264
Students retained two or more times	0	0	0	0	0	0	4	4	2	0	0	0	0	10

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

84

Date this data was collected or last updated

Friday 8/30/2019

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	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 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	76	93	74	0	0	0	0	243

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	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 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	76	93	74	0	0	0	0	243

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	36%	58%	54%	39%	56%	52%
ELA Learning Gains	44%	56%	54%	45%	57%	54%
ELA Lowest 25th Percentile	38%	49%	47%	32%	48%	44%
Math Achievement	35%	62%	58%	42%	61%	56%
Math Learning Gains	35%	60%	57%	44%	61%	57%
Math Lowest 25th Percentile	34%	53%	51%	38%	52%	50%
Science Achievement	33%	52%	51%	42%	53%	50%
Social Studies Achievement	50%	75%	72%	56%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	428 (0)	393 (0)	457 (0)	1278 (0)
Attendance below 90 percent	18 (18)	37 (29)	30 (33)	85 (80)
One or more suspensions	89 (66)	129 (65)	94 (60)	312 (191)
Course failure in ELA or Math	121 (50)	110 (70)	96 (36)	327 (156)
Level 1 on statewide assessment	186 (177)	292 (161)	237 (137)	715 (475)
	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.

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	35%	58%	-23%	54%	-19%
	2018	32%	53%	-21%	52%	-20%
Same Grade Comparison		3%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
07	2019	27%	53%	-26%	52%	-25%
	2018	29%	54%	-25%	51%	-22%
Same Grade Comparison		-2%				
Cohort Comparison		-5%				
08	2019	35%	58%	-23%	56%	-21%
	2018	38%	60%	-22%	58%	-20%
Same Grade Comparison		-3%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	31%	60%	-29%	55%	-24%
	2018	29%	56%	-27%	52%	-23%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	10%	35%	-25%	54%	-44%
	2018	8%	39%	-31%	54%	-46%
Same Grade Comparison		2%				
Cohort Comparison		-19%				
08	2019	28%	64%	-36%	46%	-18%
	2018	32%	65%	-33%	45%	-13%
Same Grade Comparison		-4%				
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	30%	51%	-21%	48%	-18%
	2018	32%	54%	-22%	50%	-18%
Same Grade Comparison		-2%				
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	45%	72%	-27%	71%	-26%
2018	47%	72%	-25%	71%	-24%
Compare		-2%			
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	74%	64%	10%	61%	13%
2018	89%	62%	27%	62%	27%
Compare		-15%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	57%	43%
2018	100%	57%	43%	56%	44%
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	16	36	32	20	30	26	10	32	57		
ELL	22	42	40	20	29	33	17	38	67		
ASN	75	50		81	71						
BLK	31	43	39	29	32	33	24	47	69		
HSP	40	49	36	40	37	32	42	46	89		
MUL	35	39		39	43			58			
WHT	63	48		69	50		89	73	96		
FRL	33	43	38	32	34	34	28	47	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
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		

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	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		

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)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

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	69
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
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	43
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	70
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	42
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.

Math Proficiency, Math L25 Gains and Math Overall Gains showed the lowest performance. This is due to lack of teaching to rigor of standards and large classes due to unfilled vacancies.

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

MS Acceleration dropped from 95 to 78. Contributing factors include large decrease in Algebra performance due to decreasing proficiency from level 3.

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.

Greatest gap is 7th grade math in proficiency (state = 54; CMS = 10); Score indicates Math Proficiency of only level 1 and 2 students who take the 7th grade FSA for math.

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

L25 ELA gains showed the most improvement. Intensive Reading began using Teen engagement with Reading Plus.

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

Acceleration and Math are the potential areas of concern. During school year FY20-we will develop action steps focused on math and acceleration. Additionally, 3 other areas of concern are from our ESSA data for the subgroups that scored below 41% being: Students with Disabilities (29%); ELL (36%) and Black (40%).

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

1. Increase proficiency for Math 7th Grade
2. Increase proficiency for Algebra students.
3. Increase L25 gains for Math
4. Increase Gains for Math
5. Increase proficiency for ELA

Part III: Planning for Improvement

Areas of Focus:

#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 FY19 FSA data, this is our area of focus due to the following data: Performance: Math dropped 1 point from 36 to 35; 8th grade science went down 1 point from 34 to 33; 7th grade Civics went down 1 point from 51 to 50 and Acceleration went down 15 points from 93 to 78. Gains: Math decreased LG by 7 points from 42 to 35; and L25 decreased in math gains by 4 (from 38 to 34)

State the measurable outcome the school plans to achieve	Our intended outcomes to earn a school grade of a B are: Meeting Standards: ELA 45; Math =50; Science = 45; Civics = 65; Acceleration = 95 Learning Gains: ELA 55; Math = 50; L25 ELA = 55; L25 Math = 50
Person responsible for monitoring outcome	Denise O'Connor (denise.oconnor@palmbeachschools.org)
Evidence-based Strategy	Pillars of Effective instruction
Rationale for Evidence-based Strategy	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.

Action Step

Description	<ol style="list-style-type: none"> 1. Data-Driven, small group differentiated instruction in all subjects All Admin Small Group Forms; STEAM Team PLC Sign ins 2. Data-driven discussions to include: Admin to teacher, teacher to students; student to parent All Admin Data Chat Forms (teacher & student) 3. Follow district's Scope and Sequence for pacing All Admin Morning Check ins; Rigor Walks; Observations; Lesson Plans 4. Standards-Based Instruction All Admin Morning Check ins; Rigor Walks; Observations; Lesson Plans 5. Explicit Instruction during whole group instruction All Admin Morning Check ins; Rigor Walks; Observations; Lesson Plans 6. Data Portfolios for all students All Admin Morning Check ins; Rigor Walks; Observations; 7. Learning Goal Scales Used with Each Unit. Level 4 must include real world application All Admin Collegial Planning; Morning Check ins; Rigor Walks; Observations; Lesson Plans; Unit Plans; Learning Goal Scales 8. Student directed investigations and student centered instruction All Admin Morning Check ins; Rigor Walks; Observations; Lesson Plans Rigor and Relevance using the gradual release model All Admin Morning Check ins; Rigor Walks; Observations; Lesson Plans 9. School wide annotation initiative All Admin Morning Check ins; Rigor Walks; Observations; Lesson Plans 10. Academic Tutors in Math & Intensive Reading Haynes & Taylor Morning Check ins; Rigor Walks; Observations; Logs
--------------------	---

11. Literacy & Math Coaches to provide PD Support for teachers including modeling, coaching feedback, and support Grice, Taylor & Haynes Morning Check ins; Rigor Walks; Observations; Logs; PD Sign ins
12. Social Studies & Science Resource Teacher to provide PD support for teachers including modeling, coaching feedback, and support Zitner & Thompson Morning Check ins; Rigor Walks; Observations; Logs; PD Sign ins
13. Students use Study Island to build content knowledge in Science (6-8) and Civics (7) Zitner & Thompson Usage Reports
14. Assisted Technology: Kahn Academy (Math); IXL (Math); Reading Plus (Int. Reading=35 See Readers & ELA = 25 See Readers) Haynes, Taylor & Grice Usage Reports & Growth Data
15. Use Grade level complex text during whole group Grice & Taylor Morning Check ins; Rigor Walks; Observations; Lesson Plans
16. Exploratory/Probing questions: Field Trips or Virtual Trips; Weekly Benchmark Quizzes to monitor for understanding; Incorporate problem solving strategies such as 5-step problem solving and QRIS; Hands on Activities per week and must be noted lesson plans math journals Haynes Morning Check-ins, Rigor Walks, Collegial PLC's and Lesson plans.
17. 80% of responses to reading will be in writing; Classroom libraries are evident and used in classrooms Grice Lesson Plans; Rigor Walks; Observations
18. Quickwrites with Independent Reading; reading logs and written response to reading with reflection on strategies used; use Item Specs to guide instruction; reflection journals will be used Daily Taylor Lesson Plan, Walk thoughts, Rigor Walks and Observations
19. Small group instruction, twice a week based on data from NGSQ's and USA's, use item specs to guide instuction, and hands on learning related to students every day life. Zitner Lesson Plans, Walkthroughs, Rigor Walks, and Observations.
20. Lab Experiments - at least 1 per unit to focus on standards; Science Fair Participation required to implement lessons for Nature of Science Thompson

Person Responsible

Denise O'Connor (denise.oconnor@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 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.

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.

Stakeholders will be invited via send home invitations and also Parent Link. Updates and events posted on Website & Social Media. Monthly parent newsletters inviting parents to events and keeping them in the loop as well as monthly SAC/PTSA Meetings and Curriculum Nights. Additionally, STEAM Nights, Open House, Meet the Principal, Art Performances and Cougar JAMboree (beginning of the year community event) will encourage parents to support the school mission and vision. Parent/Teacher conferences and parent volunteer will be promoted through the guidance department and encouraged by staff. Translation services will be available throughout the year and during the summer to answer questions and concerns. Additionally the school wide HERO initiative will allow for communication with parents on the incentive program and allow them to monitor behaviors. Student agendas will be provided and encouraged to be taken home as well as binders for parent communication.

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.

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.

Mentoring groups are available at CMS. Young Men of Distinction and Junior Classy Ladies are afterschool clubs in which students learn etiquette, hygiene, career paths, and are exposed to life long lessons.

Guidance will lead an anti bullying initiative which includes educating students and staff members and giving avenues for stakeholders to feel comfortable reporting bullying. Signs will be posted in all 3 languages and Days will be celebrated with Acts of Kindness activities Schoolwide.

Attendance Pilot will take place which allows for the most frequently absent students from each grade level to be assigned a mentor from the school. This allows for those students to have the support at the school and encourage them to attend.

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.

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

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.

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

Title I, Part C - Migrant

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

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.

Other

The STEAM program at Congress is funded by the federal government through the highly-competitive Magnet Schools Assistance Program grant. 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 Mind-storms, Dance Studio, Gateway to Technology Engineering Curriculum. Teachers will receive extensive training from Project-Based Learning, and art integration.

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.

*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

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

Congress is a STEAM school offering Pre-Medical; Pre-Engineering; Digital Video; and Digital Graphics as well as web design; culinary; keyboarding; dance; orchestra; Physical Education; Industry Certification, and HS Credit courses. HCOP Program with our pre-medical program and FAU; partnering with Tribewise with a focus on Culinary (healthy cooking and herb garden).

School-wide Organizational Binder Initiative will assist in preparing students to become organized learners. Additionally, Cougar Invasion is a program which allows for in-coming 6th grade students to "learn the ropes" prior to their first day on Congress Middle School campus Guidance responsible

Part V: Budget

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

1	III.A.	Areas of Focus: 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				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3290	510-Supplies	1581 - Congress Community Middle Schl	School Improvement Funds		\$2,500.00
					Total:	\$2,500.00