

The School District of Palm Beach County

Conniston Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	21
Positive Culture & Environment	26
Budget to Support Goals	26

Conniston Middle School

3630 PARKER AVE, West Palm Beach, FL 33405

<https://cntm.palmbeachschools.org>

Demographics

Principal: James Thomas

Start Date for this Principal: 1/4/2012

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 (50%) 2017-18: B (54%) 2016-17: C (51%) 2015-16: C (49%)
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 was approved by the Palm Beach County School Board on 10/21/2020.

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	14
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	26

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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	C

School Board Approval

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SIP Authority

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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.

To create a holistic approach to teaching and learning by fostering active and compassionate life-long learners who creatively engage as solutions-minded leaders in local and global challenges. We are committed to equity and access for all students through College and Career Readiness using Inquiry, Action, and Reflection driven by our four pillars: Standards, High Expectations, Personalized Learning, and Engaging Instruction.

Provide the school's vision statement.

Conniston Middle School is committed to be a world-class IB & AVID Middle School.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Otero, Oscar	Principal	<ul style="list-style-type: none"> *Administrator lead for ELA and Social Studies department, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *Unit Assessments/Gap testing/Cycles - ELA and Social Studies *Create a culture of excellence, teamwork, and collaboration among the staff, teachers, students, and families. *Implement data-driven instructional practices and lead discussions about student performance. *Oversee all programs, services, and activities to ensure that program objectives are met. *Ensure the safety and security of all students, staff, visitors, and public and property.
Vennett, Michael	Assistant Principal	<ul style="list-style-type: none"> *Administrator lead for Science department, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *Unit Assessments/Gap testing/Cycles - Science *Implement data-driven instructional practices and lead discussions about student performance. *Oversee routine facilities maintenance. *Lunch Duty *Ensure learning environment and classroom instruction maximizes student learning. *Work with teachers to constantly assess and improve student achievement results. *Ensure the safety and security of all students, staff, visitors, and public and property.
Gatlin, Derwin	Assistant Principal	<ul style="list-style-type: none"> *Administrator lead for Elective teachers, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *Unit Assessments/Gap testing/Cycles - Electives *Implement data-driven instructional practices and lead discussions about student performance. *Oversee routine facilities maintenance. *Transportation *Textbook Inventory *Lunch Duty *Ensure learning environment and classroom instruction maximizes student learning. *Work with teachers to constantly assess and improve student achievement results. *Ensure the safety and security of all students, staff, visitors, and public and property.
Reyes, Michelle	Assistant Principal	<ul style="list-style-type: none"> *Administrator lead for the Mathematics Department, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> *Unit Assessments/Gap testing/Cycles - Mathematics *Implement data-driven instructional practices and lead discussions about student performance. * Oversee Title I programming and budget: scheduling, staffing, data, student tutorial programs, payroll sheets, parent workshops. *Ensure compliance with Title I federal funding sources: surveys, subscriptions, instructional support evidence. *Oversee School-Wide Tutorial Programming: data analysis, scheduling, staffing, supplemental materials, student programs, payroll sheets. *Lunch Duty *Ensure workshops are implemented to build parent and teacher capacity. *Ensure learning environment and classroom instruction maximizes student learning. *Work with teachers to constantly assess and improve student achievement results. *Ensure the safety and security of all students, staff, visitors, and public and property.
Gonzalez, Jeanette	Assistant Principal	<ul style="list-style-type: none"> *Administrator lead for Reading, ESE and ASD teachers, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *Unit Assessments/Gap testing/Cycles - Reading and ASD. *Coordinates scheduling process with counseling staff and data processor. Maintains student scheduling information; processes schedule changes; sets up and monitors class-size; designs, creates, verifies, enters and updates master course schedule. *Recruit and select a school-based support team for testing. *Lunch Duty *Collaborate with PYP, MYP, and DP coordinators within the district to ensure a successful IB program continuum *Initiate professional training programs that will enable the teaching staff to successfully introduce and develop the IB programs in their classroom successfully; the trainings will include professional learning communities, interdisciplinary unit development, and current pedagogy and assessment practices
Daniel, Antonine	Instructional Coach	<ul style="list-style-type: none"> *Department lead for Mathematics, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *Implements the full coaching cycle. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed. *Provides on-site staff development to ensure that teachers are knowledgeable about adaptive technology program components and understand the instructional design of how the program meets the standards (alignment). *Serves as a resource in identifying appropriate instructional strategies and

Name	Title	Job Duties and Responsibilities
		interventions to improve student achievement for all students.
Widerman, Joshua	Instructional Coach	<p>*Department lead for ELA and Reading teachers, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</p> <p>*Implements the full coaching cycle. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.</p> <p>*Provides on-site staff development to ensure that teachers are knowledgeable about adaptive technology program components and understand the instructional design of how the program meets the standards (alignment).</p> <p>*Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.</p>
Crespo, Ivelisse	Instructional Coach	<p>*Engage teachers to develop a culture that: fosters professional learning communities. Promotes all staff as learners acquiring and building a repertoire of skills to meet the needs of all learners.</p> <p>*Department lead for Social Studies teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</p> <p>*Model AVID strategies to adult learners across all disciplines.</p> <p>*Creating professional development opportunities, related to evidence of student learning, data analysis, instructional best practices, lesson studies with reflection, collaborative team planning, professional growth plan implementation, and reflective practices.</p>
Mueller, Michelle	School Counselor	<p>*Oversee MSCR programming.</p> <p>*Conduct individual and group counseling sessions to advise and assist students with academic and vocational development.</p> <p>*Develop and implement counseling strategies with contemporary methods of mentoring.</p> <p>*Consult and collaborates with teachers, staff, parents, and community entities for the purpose of understanding and meeting the needs of students.</p> <p>*Complete evaluations, analyze results, and provide purposeful feedback.</p> <p>*Collect, interpret and analyze student-related data and use data for program development, individual student planning, and career development.</p> <p>*Provide information/resources and referrals and consultation to teachers, families and community agencies and organizations.</p>
McWatt, Debra	School Counselor	<p>*Oversee SBT/504 caseload.</p> <p>*Conduct individual and group counseling sessions to advise and assist students with academic and vocational development.</p> <p>*Develop and implement counseling strategies with contemporary methods of mentoring.</p> <p>*Consult and collaborates with teachers, staff, parents and community</p>

Name	Title	Job Duties and Responsibilities
		<p>entities for the purpose of understanding and meeting the needs of students.</p> <p>*Complete evaluations, analyze results and provide purposeful feedback.</p> <p>*Collect, interpret and analyze student related data and use data for program development, individual student planning and career development.</p> <p>*Provide information/resources and referrals and consultation to teachers, families and community agencies and organizations.</p>
Fasone, Eric	Dean	<p>*SwPBS Coordinator: EWS, Morning Rituals, and Blue Marlin Meets</p> <p>*Campus Supervision</p> <p>*Student Discipline</p> <p>*Oversees Picture bids and process</p> <p>*Lunch Duty</p>

Demographic Information

Principal start date

Wednesday 1/4/2012, James Thomas

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

25

Total number of teacher positions allocated to the school

84

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners*

(subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: B (54%) 2016-17: C (51%) 2015-16: C (49%)
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 .	

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	377	409	373	0	0	0	0	1159
Attendance below 90 percent	0	0	0	0	0	0	80	40	44	0	0	0	0	164
One or more suspensions	0	0	0	0	0	0	16	22	44	0	0	0	0	82
Course failure in ELA	0	0	0	0	0	0	138	31	26	0	0	0	0	195
Course failure in Math	0	0	0	0	0	0	79	20	79	0	0	0	0	178
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	63	102	106	0	0	0	0	271
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	67	85	106	0	0	0	0	258
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	232	237	181	0	0	0	0	650
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	0	0	203	190	128	0	0	0	0	521

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	118	80	115	0	0	0	0	313	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2	

Date this data was collected or last updated

Monday 9/14/2020

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		
Number of students enrolled	0	0	0	0	0	0	407	385	402	0	0	0	0	1194	
Attendance below 90 percent	0	0	0	0	0	0	42	48	34	0	0	0	0	124	
One or more suspensions	0	0	0	0	0	0	40	32	59	0	0	0	0	131	
Course failure in ELA or Math	0	0	0	0	0	0	31	27	68	0	0	0	0	126	
Level 1 on statewide assessment	0	0	0	0	0	0	156	158	180	0	0	0	0	494	

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	58	54	80	0	0	0	0	192

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	2	1	0	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2	

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		
Number of students enrolled	0	0	0	0	0	0	407	385	402	0	0	0	0	1194	
Attendance below 90 percent	0	0	0	0	0	0	42	48	34	0	0	0	0	124	
One or more suspensions	0	0	0	0	0	0	40	32	59	0	0	0	0	131	
Course failure in ELA or Math	0	0	0	0	0	0	31	27	68	0	0	0	0	126	
Level 1 on statewide assessment	0	0	0	0	0	0	156	158	180	0	0	0	0	494	

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	58	54	80	0	0	0	0	192	

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	2	1	0	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2	

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	45%	58%	54%	48%	56%	52%
ELA Learning Gains	45%	56%	54%	53%	57%	54%
ELA Lowest 25th Percentile	35%	49%	47%	45%	48%	44%
Math Achievement	50%	62%	58%	42%	61%	56%
Math Learning Gains	47%	60%	57%	44%	61%	57%
Math Lowest 25th Percentile	45%	53%	51%	37%	52%	50%
Science Achievement	39%	52%	51%	41%	53%	50%
Social Studies Achievement	64%	75%	72%	68%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	40%	58%	-18%	54%	-14%
	2018	46%	53%	-7%	52%	-6%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2019	44%	53%	-9%	52%	-8%
	2018	45%	54%	-9%	51%	-6%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				
08	2019	45%	58%	-13%	56%	-11%
	2018	51%	60%	-9%	58%	-7%
Same Grade Comparison		-6%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	38%	60%	-22%	55%	-17%
	2018	45%	56%	-11%	52%	-7%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	32%	35%	-3%	54%	-22%
	2018	19%	39%	-20%	54%	-35%
Same Grade Comparison		13%				
Cohort Comparison		-13%				
08	2019	55%	64%	-9%	46%	9%
	2018	56%	65%	-9%	45%	11%
Same Grade Comparison		-1%				
Cohort Comparison		36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	36%	51%	-15%	48%	-12%
	2018	42%	54%	-12%	50%	-8%
Same Grade Comparison		-6%				
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	60%	72%	-12%	71%	-11%
2018	60%	72%	-12%	71%	-11%
Compare		0%			
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	82%	64%	18%	61%	21%
2018	92%	62%	30%	62%	30%
Compare		-10%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018	100%	57%	43%	56%	44%
Compare		-100%			

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	22	39	33	33	48	38	15	52	64		
ELL	30	43	37	36	41	42	17	47	63		
ASN	62	54		69	85						
BLK	26	33	34	34	41	50	23	46	75		
HSP	45	45	35	49	46	43	32	61	80		
MUL	77	62		85	77						
WHT	61	53	33	64	52	42	67	84	85		
FRL	40	42	33	46	46	44	30	59	79		

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	24	44	39	29	45	42	16	43			
ELL	21	43	43	29	46	47	19	40			
ASN	75	70		80	75						
BLK	33	45	44	37	48	41	37	49	71		
HSP	46	51	44	49	54	51	41	63	71		
MUL	63	60		60	57						
WHT	67	59	39	66	58	54	61	79	84		
FRL	45	50	43	48	53	48	42	61	70		
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	12	33	36	11	23	21	10	20			
ELL	21	41	41	18	28	30	5	42			
ASN	62	62		75	50						
BLK	32	52	54	31	40	26	35	59	81		
HSP	46	51	43	39	43	39	36	65	76		
MUL	60	69		50	33						
WHT	67	59	41	63	53	46	69	85	75		
FRL	43	50	45	36	42	36	36	63	69		

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	50
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	46
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

When comparing the results of the Florida Standards Assessment (FSA) across all disciplines. The area with the greatest decrease in student performance was in ELA for SY20, this is not a trend. ESSA identified subgroups with the lowest performance in ELA and Math was our SWD and ELLs, this is a trend. The contributing factors were an increase in our ELL student population and open positions in core content areas. The subgroup that made the greatest decline in ELA was our Black Male subgroup with a decline of 11% points. A contributing factor was not having a full-time teacher in the department for the duration of the school year.

FY20 midyear data displayed improvement in ELA across all grade levels and within subgroups. Our Student performance on the Winter diagnostics demonstrated an increase of 4% or higher in student achievement in comparison to the previous school year. Due to the school mandated closure (COVID19) and cancellation of state assessments, we will continue to strive towards meeting our FY20 goals for this current school year.

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

When looking at grade level data within Math, Algebra 1 had a decline of 10% in comparison to FY18. There was a decrease from 92% to 82%. There was a new instructor in this content area and lack of student engagement impeded learning. Grade 6 Mathematics was another area that demonstrated a decrease in student performance by 7%. This occurred in our 6th grade advanced classes, due to one instructor not implementing fidelity of instruction to the level of rigor demanded by the Florida Standards and assessments. In ELA, there was a decrease in student achievement and learning gains due to open positions in this content area.

The data elements which display the greatest decline from 2018 are:

- * Math learning gains declined from 54% to 47% in 2019, resulting in a 7% decrease in performance.
- * ELA learning gains declined from 52% to 45% in 2019, resulting in a 7% decrease in performance.
- * ELA L25 declined from 44% to 35% 2019, resulting in a 9% decrease in performance.
- * Science achievement declined from 44% to 39% in 2019, resulting in a 5% decrease in performance.

Contributing factors that led to this these declines are:

Several teachers struggled with implementing with fidelity instruction to the level of rigor demanded by the Florida Standards and assessments.

Midyear data displayed an increase in student performance in Algebra I classes. Our school site outperformed our district by 8% on FY20 Winter diagnostics.

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.

Our Science proficiency had the greatest gap of 12% percentage points to be on target with the state average.

Contributing factors to these results were:

Teachers were not successful with bridging benchmarks from 6th - 7th grade with current grade-level content focus. Instructors struggled with implementing fidelity of instruction to the level of rigor demanded on Statewide Science Test.

Midyear data displayed an increase in student performance. Our school site performed at the same level as our district - 48% on the FY20 Science Winter diagnostics.

Through the development of instructional focus calendars, weekly PLCs, and daily vocabulary fluency activities student performance improved in Science.

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

The areas that demonstrated improvement in student performance in 2019 are::

*Seventh-grade Mathematics increased by 13% points. This increase in performance is the result of common planning, data-driven PLCs, focused notes, implementation math strategies with fidelity, targeted pull-outs during the school day, after school tutorial, and Saturday Math boot camps. The instructors within this grade level would plan together to ensure student success within our grade level.

Midyear data displayed an improvement in Algebra EOCs in which we outperformed the district by 8% or higher by implementing these action steps listed above with fidelity.

CMS FY20 Winter Mid-term results in Algebra I were 59%

PBCSD FY20 Mid-term results in Algebra I were 51%

Midyear data displayed an improvement in Geometry EOCs in which we outperformed the district by 26% by implementing the action steps listed above with fidelity.

CMS FY20 Winter Mid-term results in Geometry were 79%

PBCSD FY20 Mid-term results in Geometry were 53%

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. When looking at the Early Warning Systems, one potential area of concern is the number of students that scored a level 1 statewide assessments in FY19 -- ELA 8% and Math 7% of the student population.
2. Course failures in ELA 8% and Math 8%, we must address students' gaps of knowledge, skill deficits to prepare our students to meet grade-level demands, approaching statewide assessment tasks demands, and prepare them for high school in a timely manner.

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

1. Increase student attendance rate at the school site.

Every week of school, the leadership team will review the weekly attendance reports from SIS and analyze the percentage of regular attenders, at-risk, chronic & severe chronic absent students. This report provides a

list of students that may be exhibiting a pattern of nonattendance. The team will communicate with families and determine the needs of students and parents. The team will discuss the next steps with each family in the effort to improve student attendance practices. Determine if the student has make-up work that is needed to keep up their grade and ensure the student and their family understand what make-up work is due.

2. ESSA subgroups/Academic improvement and Achievement/emphasis on ELL, SWD, and Black subgroups.

Analyze student data by subgroup categories and grade level. Review teacher data to identify teacher content area experts that can lead tutorial sessions to remediate and provide interventions for skill deficits. This will help our students prepare for the approaching statewide assessments.

3. Data-Driven PLCs across all disciplines. The PLC focus is on teacher mentoring, and professional development of differentiated instructional strategies to implement in the classroom to decrease the number of course failures. Provide in the moment coaching with timely feedback, during classroom observations to assist with classroom management and effective student engagement strategies.

4. Integration of ELA standards and strategies across all disciplines. Primary focus in Science and Civics classrooms. PLCs across the content areas will focus on building teacher capacity with the implementation of content and test-taking strategies across all disciplines to improve student performance on statewide assessments.

5. Success with Mathematics and EOCs - alignment to LTO #2 & LTO #3

The school will offer a Saturday 6th grade ADV, 7th-grade ADV, and Algebra I EOC Math success academy to provide students with differentiated instruction. This program will be implemented for four hours, 1 day, eleven weeks. Tutorials will focus on specific student needs by content areas. Students will rotate among content experts with specific standards or reporting categories.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

If we Implement with fidelity instruction to the level of rigor demanded by the Florida Standards and assessments student achievement will increase across all grade levels and subgroups. This will ensure progress towards student achievement in ELA, Mathematics, Science and Social Studies to align with the district's strategic plan; LTO #2 ensure HS readiness.

Our ELL and SWD population in the lowest quartile decreased in performance in both Math and ELA with a drop of 11% points, historically these subgroups have the lowest performance in achievement throughout several years. Our ELA proficiency had the greatest gap in the overall performance of 20% points. When looking at our grade level data within Algebra I, our school had a 10% decrease compared to 2018. We went from 92% to 82% in 2019. Additionally, our school demonstrated a -12% gap in comparison to the district and -8% difference compared to the state in Mathematics. In ELA there was a -8% gap compared to the district and -9% gap in comparison to the state.

Measurable Outcome:

Our measurable goals for FY21 is to increase student performance by 10% in our ELL to 40%, SWD to 32%, and Black subgroup 26% to 36% in ELA. In Mathematics, this would display an increase from 33% to 43% with our SWD and 36% to 46% for our ELL students, and 34% to 44% with our Black subgroup performance. Our WIG/annual goal is to increase student performance by 5% across all disciplines in achievement, learning gains, and student growth with our L25%. In Algebra I, our goal is to make up the 10% decline from the previous school year, bringing us to an increase of 92% by FY21.

During the midyear, our identified ESSA subgroups demonstrated an increase in performance in both ELA and Math. Due to the lack of data for FY20 due to the state-mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

Person responsible for monitoring outcome:

Oscar Otero (oscar.otero@palmbeachschools.org)

Evidence-based Strategy:

1. Implement data-driven professional learning opportunities aligned to the rigor of the Florida standards to target instruction to meet student differentiated needs and accelerate all students toward grade-level proficiency. Integrating the IB and AVID strategies as instructional supports when planning and delivering Florida Standards-based instruction across all content areas with fidelity.
2. Review data from various sources (EDW, PBPA, Performance Matters) to organize and facilitate common planning meetings focused on data and standards (backward planning, unpacking standards and alignment of instructional resources).
3. FSA tutoring programs will be offered to students to ensure learning is supplemented with additional resources and teacher support.
4. Adaptive technology programs are being implemented across all disciplines to narrow gaps of knowledge and build fluency with individualized instruction based on specific needs to meet the demands of the progression of standards.
5. Implement a School-wide Positive Behavior Support (SW-PBS) system with fidelity so disciplinary infractions will decrease and student learning opportunities will increase.

Rationale for Evidence-

1. Standards-based planning is one of the best practices to reap benefits in education. Schools perform best when schools have a culture that supports collaboration with shared beliefs and behaviors. Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students. Instructional coaches will

**based
Strategy:**

- facilitate strategic common planning (a) Teachers will analyze standards, item specifications, instructional pacing calendar, and formative assessment timeframe consistently during PLCs. (Plan) (b) Teachers will determine what foundational knowledge students need to know and understand. (Plan) (c) Teachers will implement critical activities that students need to understand and display learning applications? (DO) (d) Teachers will determine and develop products that will demonstrate student understanding? (Check) (e) Teachers will develop a remedial plan for students that are not reaching mastery or struggling with content? (Act) (f) Teachers will develop an enrichment plan for students that have mastered standards taught? (Act)
2. Instructional coaches and staff development resource teachers will provide professional development to build teacher capacity with the gradual release model, differentiated small group instruction, and flexible grouping within all ELA and Math classrooms, focused note-taking, data analysis, student conferences.
 3. Students that participate in tutoring programs have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
 4. IXL, Algebra Nation, and Math nation incorporate research-based features to motivate students and fuel learning. These programs are customized to help students succeed in Mathematics, Algebra I, Geometry and beyond. These programs offer a significant increase in satisfactory scores at the end of the year and state assessments. Study Island is an evidence-based intervention for all students. It has achieved the level of moderate evidence under ESSA rules. This program was built to meet and reinforce concepts that correlate to grade-level standards. This program allows students to practice standards and indicators.
 5. Our SwPBS initiative will include support from project connect specialists. Morning rituals and SEL lessons will be implemented daily on our campus. Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavior matrix, and teaching expected behaviors, communication with parents. We update our action plans during SWPBS meetings. We instill an appreciation for multicultural diversity through structured lessons and anti-bullying activities.

Action Steps to Implement

1. Instructional Support Team to improve academic achievement
 - a. Two Instructional coaches one staff development resource teacher will implement the coaching cycle to build teachers' capacity of a blended learning environment with the gradual release model, small group instruction, and differentiated instruction.
 - b. The school will employ three AVID instructional tutors to work with students to improve academic performance in Mathematics and ELA.
 - c. School leadership and instructional coaches will monitor lesson plans, formative data, conduct walk-throughs during the instructional block, and provide timely actionable feedback.
2. Professional Development
 - a. Teachers will attend AVID program workshops for their content strands to infuse research-based instructional strategies effectively.
 - b. The PLCs/PD sessions will focus on data analysis and effective instruction based on student needs.
 - c. Instructional coaches and resource teachers will assist with standards-based planning to build teachers' capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
 - d. Instructional coaches will build professional learning opportunities for AVID strategies and adaptive technology programs.
 - e. The instructional staff will be paid for hours of additional professional learning on AVID strategies and

Google lesson plan development outside the regular school day.

f. Monitoring of PLCs/PD sessions will take place through observations, data analysis of student progress, attendance, review of lesson plans, classroom walkthroughs, and implementation of instructional strategies.

3. Tutorial Program:

- a. Analyze student data to determine students for tutorial groups and the support necessary.
- b. Targeted supplemental materials to support standards-based instruction across all disciplines.
- c. Provide training to tutors on operational and instructional systems so they can execute instruction successfully during the duration of the program.
- d. Students will be selected and grouped for pull-out tutorials based on the results from FY19 FSA/EOCs, FSQs, USAs, and Winter Diagnostics; specifically for the ESSA identified subgroups: Black, ELL, and SWD. The school will identify students in targeted subgroups in need of additional support in ELA and Math during the school day. A pull-out schedule will be developed to support these students during an elective class.
- e. The school will provide an ELL afterschool program three days a week for fifteen weeks.
- f. The school will offer a Saturday Math 6th grade advanced, 7th grade advanced and Algebra I EOC Math success academy to provide students with differentiated instruction.
- e. A progress monitoring system will be implemented to analyze data, student progress, attendance, lesson plans, and instructional strategy implementation.

4. Adaptive Technology Programs

Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology. Study Island program would be implemented to build content knowledge in Science and Civics. Flocabulary and Reading Plus is being administered to assist our students with vocabulary, fluency, and comprehension. IXL will be used to build fluency with math concepts, interactive questions, and exposure to similar response mechanisms.

5. SW-PBS

To provide supplemental materials and incentives to support our school-wide initiatives. These extrinsic supplies will be infused within our goals for adaptive technology, formative assessment, and School-Wide Positive Behavior Support (SWPBS) program.

Person Responsible Oscar Otero (oscar.otero@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's strategic plan: Pillars of Effective Instruction and with the goal to increase the academic instruction of all students. Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a single school culture of excellence in academics, behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the:

History of the Holocaust,

History of Black and African Americans,

Study of the contributions of Latino and Hispanics

The contribution of Women

History of the Sacrifices of Veterans and Medal of Honor recipients within US History.

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible, respectful, and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence. In alignment, with school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including but not limited to, art expos of different cultures and in music our students study the music of different eras countries and in media our library selection is filled with books related to the variety of cultures.

College and career readiness is a guiding principle in Conniston Middle school. Small groups are offered throughout the year to help students with organizational strategies, study skills, relational skills, and other academic, social, and career-related skills for success throughout life. We offer courses to introduce students to post-secondary opportunities. Industry certification is offered as elective choices to address post-secondary opportunities. Multimedia resources are utilized to facilitate the exploration of college and career choices. Important life skills are also addressed in various courses: resume building, interviewing skills, communication skills, practice in public speaking, interpersonal skills, responsibility, and accountability, etc. In seventh grade, students are required to take Civics. This course includes a unit on career exploration. Additionally, both seventh and eighth graders can elect to take Industry certification courses where academic skills important to success are emphasized and students are taught to work at a higher level in preparation for entering the postsecondary world. Reading and writing skills that will be necessary for success on PSAT, SAT, ACT, and are introduced and practiced. In addition, we have AVID (Advancement Via Individual Determination) school where students in all grade levels have the opportunity to be a part of the program.

SWPBS team meets monthly to review school-wide discipline data and makes recommendations to improve safety and positive behavior school-wide. In addition, we ensure that relationship-building is a clear priority with our staff. During the first days of school, our faculty sets a positive tone through the implementation of morning rituals and Blue Marlin Meet SEL activities. These lessons and activities infuse character-building messages and cultural diversity acceptance. We also provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings.

Conniston Middle School integrates and continuously develops a Single School Culture by sharing our universal guidelines for success teaching expected behaviors, communicating with parents and monitoring PBS. A student will be recognized every week for demonstrating specific

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We must communicate and keep staff informed on organization updates. Our focus is to empower teachers and staff, monitor attendance, and build staff and student connections. This will increase teacher morale, increase student engagement, and student attendance so student achievement will boost.

In order to empower teachers and staff, the school will continue to use the suggestion box and virtual suggestion box for collective problem-solving/concerns. We will continue to implement Marlin Splash and shout-outs for sharing positive recognitions and/or accomplishments and maintain the restructured faculty meeting and learning community format, in order to provide adequate time to share professional development activities and follow-up.

Our SWPBS program is used to encourage students' academic and behavioral success. To celebrate success, the students will receive blue marlin bucks, certificates, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

Our Character-development program is addressed through our guidance program, behavior coach and graduation coach and across all disciplines: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

As an AVID demonstration school, we support students with development or college and career readiness skills. In middle school, we focus on the development of academic habits: organization, study skills, communication, and self-advocacy. These are relevant focus areas that any learner needs to be successful in high school readiness, college, and their aspiring career.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$1,333.00
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	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	590-Other Materials and Supplies	0541 - Conniston Middle School	School Improvement Funds	1159.0	\$1,333.00
			<i>Notes: To provide supplemental materials and incentives to support our school-wide initiatives. These extrinsic supplies will be infused within our goals for: adaptive technology, formative assessment and School-Wide Positive Behavior Support (SWPBS) program.</i>			
Total:						\$1,333.00