

The School District of Palm Beach County

Congress Community Middle School



2020-21 Schoolwide Improvement Plan

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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: 8/31/2020

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 (43%) 2017-18: C (45%) 2016-17: C (47%) 2015-16: C (46%)
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.

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Congress Community Middle School

101 S CONGRESS AVE, Boynton Beach, FL 33426

<https://cgrm.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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Purpose and Outline of the SIP

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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 all students 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 growth and 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, position title, and job duties/responsibilities 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	Math, Magnet, ELL; 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. Over ESP program and School Improvement Initiatives.
Thompson, Kareem	Assistant Principal	ESE, Science, 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 technology distribution.
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 Title One and non-instructional staff.
Taylor, Shaundrika	Assistant Principal	ELA & Reading Dept; 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 Assessment Administrator.
Haynes, Lorenzo	Other	Oversee Guidance and Mental Health Department. 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, Transportation and Crisis Response Plan.

Demographic Information

Principal start date

Monday 8/31/2020, Denise O'connor

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.*

1

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.*

1

Total number of teacher positions allocated to the school

106

Demographic Data

2020-21 Status (per MSID File)	Active
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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	355	423	381	0	0	0	0	1159
Attendance below 90 percent	0	0	0	0	0	0	133	29	30	0	0	0	0	192
One or more suspensions	0	0	0	0	0	0	20	87	76	0	0	0	0	183
Course failure in ELA	0	0	0	0	0	0	3	153	143	0	0	0	0	299
Course failure in Math	0	0	0	0	0	0	3	148	135	0	0	0	0	286
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	85	127	111	0	0	0	0	323
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	110	156	158	0	0	0	0	424
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	327	375	343	0	0	0	0	1045
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	0	0	325	362	329	0	0	0	0	1016

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	167	215	187	0	0	0	0	569

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	4	7	6	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	1	6	3	0	0	0	0	10

Date this data was collected or last updated

Tuesday 9/15/2020

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	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

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

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	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

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

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

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
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		
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

ESSA Federal Index	
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%	2
English Language Learners	
Federal Index - English Language Learners	36
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	69
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	46
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	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	70
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	42
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.

From FY2019 FSA data - Math Achievement difference of 27% from district, Math Learning Gains difference of 25% from district and Social Studies (Civics) difference of 25%. ESSA Subgroups: SWD 29%; ELL 36%; Black 40%; Winter 2020 Diag data: 7th grade math was farthest from the district for achievement (-28%); Additionally 8th grade ELA (-27%) and 8th grade Math and Civics were also (-26) far from the district. The contributing factors have to do with teacher attendance issues and vacancies.

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

FY19 FSA Data Math learning gains from 42 to 35%. Winter 2020 Diag. data: 8th grade achievement for ELA from FY19 FSA (35%) to 2020 Winter Diag (27%). The factors that contributed to this decline have to do with a new teacher and another teacher who was absent often.

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.

Math Achievement 23% difference from the state. FY20 Winter Diagnostics the largest gap was 7th grade math from the District (can't compare to state). This is interesting because this is also the area

from FY19 7th Math to FY20 Winter diagnostics that increased the most for achievement (+22%). Due to this contradiction, I don't believe that any factors contributed to this gap.

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

L25 ELA on FY19 FSA went up 32-38%; New Actions include starting IReady, Small Group instruction in Intensive Reading and Language Arts; Magnet assistance with Reading Plus; Tutorial; According to the Winter 2020 Diagnostic, there was a 22 percent increase in achievement on 7th grade math from PY FSA (10% to 32%). I attribute this to changing a teacher from 7th advanced to 7th regular. Another large increase was in 6th grade math from PYFSA (31%) to Winter Diag (47%). Actions include collegial planning weekly and data analysis.

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

Level 1's on statewide assessment followed by course failure in ELA or Math. In order to decrease the amount of Level 1's on ANY of the statewide assessments, teachers will implement Data Feedback Strategy immediately after administering Formative and Summative Assessments targeting the areas that need improvement. To address course failure, procedures for school wide grading will focus on collegial planning to include deciding as a group the grade that will be given on a particular assignment/assessment so there is equity across grade levels. Additionally teachers will have to notify parents, guidance and support staff of students at risk of failing at mid term progress report time so an action plan can be made to support these student prior to the end of the marking period. PD will also be offered to teachers on fair and equitable grading practices.

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

The highest priority for schoolwide improvement in the upcoming year would be first 8th grade Math and ELA Achievement; In order to address the 8th grade need, Congress will focus support in the form of Academic Tutors for Math and Reading with 8th grade students at risk of scoring a 1 on FSA. Additionally, we are partnering with our feeder HS in offering PD to our ELA Advanced teachers so that they can mirror the rigor in the HS AICE General Papers courses. Students taking Algebra who are struggling will be placed in 8th grade pre-algebra instead of an elective to further support their progress. Also AM Tutorial will begin in September for all subjects in Math and IXL will be used as an online differentiated instruction tool. PD will be offered to math teachers that focus on differentiating instruction in a virtual world.

The next priority would be 7th grade math and ELA Achievement-In order to address the 7th grade need for math, district resource person and math coach will run weekly lesson planning meetings to assist teachers in implementing content in addition to their weekly collegial meetings. For 7th grade ELA a focus will be on writing tutorials with the Literacy Coach and support.

The third priority is Civics - in order to address the 7th grade civics - "Gateway to American Government will be used as Ancillary material in addition to Study Island for Social Studies to assist with the district curriculum. Saturday Boot Camps will be through out the year (virtually) in addition to AM Tutorial.

The Fourth would be Learning Gains for Math - Discussed above

Fifth would be L25 learning gains for math. - Discussed above

Additionally, Congress Middle School will require teachers to implement Project Based Learning in the form of Interdisciplinary Units quarterly which infuses real world activities and application to the content areas and also can include arts integration.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to 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

Area of Focus Description and Rationale:	Based on our Winter Diagnostic Data in comparison with the FY19 FSA Data; we see a decrease in achievement in 8th grade ELA (-8%) and 7th grade ELA (-5%). There is also a large gap from the district in the Winter Diag Civics (-26%), 7th grade math (-28%) and Science (-15%). This shows that there is a need for best practices in all content areas.
Measurable Outcome:	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:	4 Pillars of Effective Instruction. 1. Immersed in rigorous tasks encompassing the full intent of the standards. 2. Collaborating in a student -centered, personalized environment. 3. Empowered and supported through High Expectations to be college and career ready. 4. Actively engaged in building, connecting, and applying knowledge.
Rationale for Evidence-based Strategy:	The 4 Pillars of Effective Instruction is part of the Palm Beach County School Districts 2016-2021 Strategic Plan. They are aligned to Palm Beach Focused Model of Instruction which is a research-based growth tool based on the work of Dr. Robert J. Marzano and Learning Science International. This is a coaching model that has been shown in causal studies to have the most direct effect on student performance.

Action Steps to Implement

1. Immersed in rigorous tasks encompassing the full intent of the standards.
 - Follow the District Scope and Sequence using Standards-Based Instruction, Item Specs. and Learning Goal Scales/unit/topic. - ALL Subjects
 - Unpacking Standards in PLC - All Subjects
 - Collegial planning with a focus on equitable practices that include how students will be graded and common practices across content/grade levels. Content Subjects
 - Monitored by Administrative Rigor Walks, Morning Check ins (lesson plan checks), and Palm Beach Focused Model of Instruction Observations.

Person Responsible Denise O'Connor (denise.oconnor@palmbeachschools.org)

2. Collaborating in a student -centered, personalized environment.
 - Rigor and Relevance using the gradual release model with interdisciplinary activities (STEAM Units/ PBL). ALL Subjects
 - Virtual Collaborative Grouping.
 - Data Driven Differentiate Instruction - ALL Subjects
 - Aligning Resources to students levels (Differentiated Instruction) that can include assistive technology (IXL, IReady, Study Island). ALL Subjects
 - Monitored by Administrative Rigor Walks, Morning Check ins (lesson plan checks), and Palm Beach Focused Model of Instruction Observations.

Person Responsible Denise O'Connor (denise.oconnor@palmbeachschools.org)

3. Empowered and supported through High Expectations to be college and career ready.
- Data-Driven Discussions with students, teachers, administrators, coaches and parents. Content Subjects
 - Career Academies will support academics while giving students a connection to specific careers (Pre Engineering, Project Lead the Way, Pre Medical, Digital Video, Digital Graphics, STEAM).
 - Monitored by Administrative Rigor Walks, Morning Check ins (lesson plan checks), and Palm Beach Focused Model of Instruction Observations.

Person Responsible Denise O'Connor (denise.oconnor@palmbeachschools.org)

4. Actively engaged in building, connecting, and applying knowledge.
- STEAM Interdisciplinary Units with real world application.
 - Teaching Literacy through content area AM Tutorial (connected with Social Studies)
 - Virtual Field Trips and Guest Speakers
 - Focus on Gradual Release Model during classroom instruction
 - Monitored by Administrative Rigor Walks, Morning Check ins (lesson plan checks), and Palm Beach Focused Model of Instruction Observations.

Person Responsible Denise O'Connor (denise.oconnor@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 and with the goal to increase academic instruction of all students, student will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 which will continue to develop a Single School Culture of excellence in behavior, academics, and school climate with an appreciation of multicultural diversity in alignment with the School Board Policy 2.09 displaying a focus on the -

History of the Holocaust

History of African Americans/African People

Study of Hispanic contributions

Study of Women's contributions

Veterans/Memorial Day and the value of Medal of Honor recipients

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by our guidelines, PAWS:

*** have a POSITIVE attitude towards learning**

*** ACTIVELY participate**

*** be WILLING to work together**

*** and SUCCESSFUL we will be.**

Every student is expected to follow established rules while at school, on field trips, and at all school sponsored events. Our emphasis will be on teaching, praising, and supporting positive behaviors which enhance our students' learning experience. Our school wide discipline plan and expectations will be sent home the first week of school and is to be signed by all students and parents. We depend on parents to reinforce the rules and regulations of the school, as well as to reinforce consequences. Each teacher will inform students of our school wide expectations. The teachers come together at the beginning of the year to prepare lessons to teach the 4 areas and what they would look like in the classroom, hallways, cafeteria, in the community, and on the bus. This is followed by a beginning of the year High Expectations assembly which reinforces the expectations and outlines the incentives.

A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Congress Middle School continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways.

We continue to maintain a single school culture through PBIS quarterly advisory sessions that discuss applicable topics based on school culture/climate and mental health. Additionally we have a "positive referral" program which allows for teachers to refer a student who is going above and beyond in academics and in SEL.

We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from the guidance department.

Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) and co-located mental health therapist supports the behavioral and mental health of students. The SBHP position started for the 2018-19 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars.

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.

Communication: Parent Link is used to transfer information to home through voice calls in addition to emails that are sent in 3 languages (HC, Span., Eng). CMS Website and Facebook are up to date with information on how to contact the school and all the latest information. The school marquee houses the monthly events and the Mon. Morning Message is the communication tool used to communicate with the staff. Daily morning announcements are posted for the students which are developed by the Digital Video students and these announcements are also posted on the website and Facebook for parents to see. A monthly Pawprint newsletter is published on the website, emailed home, and on FB. One Haitian Creole and one Spanish translator as full time staff to assist with parent communication.

Positive School Environment (SWPBS) students & Staff: Quarterly Honor Roll recognition including breakfast and field trips; Positive Referral program in which teachers and staff recommend students going above and beyond in academics and SEL; Character Counts; Monthly Cougarlations for staff by fellow staff; Staff of the month (parking spots); Coffee Talk for staff and student forums; High Expectations Assemblies; Lunch Buddy with counselors & Principal; Suite 360 lessons schoolwide to address the following rules: SBE Rule 6A-1.094122 Youth Substance & Abuse Education; SBE Rule 6A-1094121 Mental Health; SBE Rule 6A-1094123 Child Trafficking; Fortify app for reporting of bullying issues; 2-1-1 hotline for SEL resources; 3 grade level guidance counselors, 1 ELL Guidance counselor; 1 MTSS Coach; and 2 Mental Health Therapists available for support.

Community/Business Partnerships: Congress Middle School prides itself in it's partnerships with the community and businesses. We have a strong partnership with BBPD, the mayor's office, and local municipalities. These organizations have partnered with Congress MS which has resulted in winning the state award for community partnerships (BBPD mentoring program, etc.). They also assist with forming the Crisis Response Plan for the school and have taken part in Stop the Bleed Trainings for the staff. Additionally SafeSun Inc and The Giving Tree are 2 community organizations who have worked closely at making sure the students at Congress MS have backpacks and supplies in addition to gifts during the holidays for our McKinney Vento students. Additionally, CMS has built a system for encouraging businesses to sponsor programs at the school through monetary contributions.

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: Other: 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	2020-21
	3290	510-Supplies	1581 - Congress Community Middle Schl	School Improvement Funds		\$2,500.00
Total:						\$2,500.00