

The School District of Palm Beach County

# Conniston Middle School



## 2019-20 Schoolwide Improvement Plan

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# Conniston Middle School

3630 PARKER AVE, West Palm Beach, FL 33405

<https://cntm.palmbeachschools.org>

## Demographics

**Principal: James Thomas**

Start Date for this Principal: 8/21/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (50%) 2017-18: B (54%) 2016-17: C (51%) 2015-16: C (49%) 2014-15: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

### 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](http://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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## 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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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<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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Otero, Oscar	Principal	<ul style="list-style-type: none"> <li>*Create a culture of excellence, teamwork and collaboration among the staff, teachers, students and families.</li> <li>*Implement data-driven instructional practices and lead discussions about student performance.</li> <li>*Oversee all programs, services, and activities to ensure that program objectives are met.</li> <li>*Ensure the safety and security of all students, staff, visitors, and public and property.</li> </ul>
Vennett, Michael	Assistant Principal	<ul style="list-style-type: none"> <li>*Work with Science teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</li> <li>*Implement data-driven instructional practices and lead discussions about student performance.</li> <li>*Oversee routine facilities maintenance.</li> <li>*Ensure learning environment and classroom instruction maximizes student learning.</li> <li>*Work with teachers to constantly assess and improve student achievement results.</li> <li>*Ensure the safety and security of all students, staff, visitors, and public and property.</li> </ul>
Gatlin, Derwin	Assistant Principal	<ul style="list-style-type: none"> <li>*Work with ESE and ASD teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</li> <li>*Implement data-driven instructional practices and lead discussions about student performance.</li> <li>*Recruit and select a school-based support team for testing.</li> <li>*Ensure learning environment and classroom instruction maximizes student learning.</li> <li>*Work with teachers to constantly assess and improve student achievement results.</li> <li>*Ensure the safety and security of all students, staff, visitors, and public and property.</li> </ul>
Reyes, Michelle	Assistant Principal	<ul style="list-style-type: none"> <li>*Work with Math teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</li> <li>*Implement data-driven instructional practices and lead discussions about student performance.</li> <li>*Ensure compliance with all local, state and federal funding sources.</li> <li>*Ensure learning environment and classroom instruction maximizes student learning.</li> <li>*Work with teachers to constantly assess and improve student achievement results.</li> <li>*Ensure the safety and security of all students, staff, visitors, and public and property.</li> </ul>
Crespo, Ivelisse	Instructional Coach	<ul style="list-style-type: none"> <li>*Engage teachers to develop a culture that: fosters professional learning communities. Promotes all staff as learners acquiring and building a</li> </ul>



Name	Title	Job Duties and Responsibilities
		<p>repertoire of skills to meet the needs of all learners.</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>
Gonzalez, Jeanette	Instructional Coach	<p>*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.</p> <p>*Model and encourage a culture of kindness in support of the IB Learner Profile.</p> <p>*Collaborate with PYP, MYP, and DP coordinators within the district to ensure a successful IB program continuum</p> <p>*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.</p>
Daniel, Antonine	Instructional Coach	<p>*Assists teacher in preparation pacing for instruction Mathematics.</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>
Mueller, Michelle	School Counselor	<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>
Widerman, Joshua	Instructional Coach	<p>*Assists teacher in preparation pacing for instruction literacy.</p> <p>*Implements the full coaching cycle. Conducts demonstration lessons to</p>

Name	Title	Job Duties and Responsibilities
		<p>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>
McWatt, Debra	School Counselor	<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>

## 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	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

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

81

**Date this data was collected or last updated**

Wednesday 8/21/2019

### 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	34	44	32	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	30	35	31	0	0	0	0	96
Course failure in ELA or Math	0	0	0	0	0	0	67	70	112	0	0	0	0	249
Level 1 on statewide assessment	0	0	0	0	0	0	174	186	189	0	0	0	0	549

**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	47	53	77	0	0	0	0	177

### 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	34	44	32	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	30	35	31	0	0	0	0	96
Course failure in ELA or Math	0	0	0	0	0	0	67	70	112	0	0	0	0	249
Level 1 on statewide assessment	0	0	0	0	0	0	174	186	189	0	0	0	0	549

**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	47	53	77	0	0	0	0	177

## 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	
Number of students enrolled	407 (0)	385 (0)	402 (0)	1194 (0)
Attendance below 90 percent	42 (34)	48 (44)	34 (32)	124 (110)
One or more suspensions	40 (30)	32 (35)	59 (31)	131 (96)
Course failure in ELA or Math	31 (67)	27 (70)	68 (112)	126 (249)
Level 1 on statewide assessment	156 (174)	158 (186)	180 (189)	494 (549)

**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	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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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		

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
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%	
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%	
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	68
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	48
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	75
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	60
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	47
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.**

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. The contributing factor was transient student enrollment during the mid-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 the prior year. There was a decrease from 92% to 82%. A new instructor placed in this area. There was a lack of student engagement that impeded learning. In ELA, there was a decrease in student achievement and learning gains due to open positions in this content area. New instructors were not successful with Implementing with fidelity instruction to the level of rigor demanded by the Florida Standards and assessments.

**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% points to be on target for meeting our strategic plan goal. Teachers were not successful with bridging benchmarks from 6th - 7th grade with current grade-level content focus. Instructors struggled with implementing fidelity instruction to the level of rigor demanded on Statewide Science Test. We do not have a Science coach on our campus.

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

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 seventh-grade instructors planned consistently together throughout the school year to ensure student success within our grade level.

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

When looking at the Early Warning Systems, one potential area of concern is the number of level 1 students on the statewide assessment.

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

1. Data-Driven PLCs across all disciplines.
2. Success with Algebra I - alignment to LTO #2 & LTO #3
3. Integration of ELA standards and strategies across all disciplines.
4. Implementation of a school-wide tutorial program for targeted groups and ESSA identified subgroups in Math & ELA
5. Increase student attendance rate.

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	To 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.
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	Our measurable goals for FY20 is to increase student performance by 10% in our ELL and SWD subgroup in ELA and Mathematics. This would be an increase from 30% to 40% for our ELL subgroup and 22% to 32% for our students with disabilities in ELA. In Mathematics, an increase of 10% would display an increase of 36% to 46% for our ELL subgroup and 33% to 43%. In ELA, our goal is to increase student performance by 5% 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 FY20.
<b>Person responsible for monitoring outcome</b>	Oscar Otero (oscar.otero@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<p>Adaptive Technology</p> <ol style="list-style-type: none"> <li>1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; Study Island will build content knowledge in Science and Civics. Reading Plus will assist students with reading comprehension. IXL will build fluency with math concepts.</li> <li>2. Math teachers implement a focused curriculum (1) eVision Math curriculum (2) i-ready supplemental materials (3) Algebra Nation for Algebra I students (4) Math Nation for Geometry students.</li> </ol> <p>Instructional Planning</p> <p>Instructional coaches will facilitate strategic common planning sessions (1) Analysis standards and specifications (Plan) (2) Determine foundational knowledge and critical activities. (Do) (3) Determine products for mastery? (Check) (4) Develop a remedial plan (Act) (5) Implement an enrichment plan for students. (Act) (6) Develop a tutorial plan based on data analysis. (Act)</p> <p>Professional Development</p> <p>Instructional coaches and staff development resource teacher will build capacity with instructional delivery, AVID strategies, data analysis, differentiated small group instruction.</p> <p>Adaptive Technology Program</p> <ol style="list-style-type: none"> <li>1. Reading Plus measures and increases motivation and comprehension. It prepares students to successfully comprehend rigorous grade-level text.</li> <li>2. Study Island is an evidence-based intervention. It has achieved the level of moderate evidence under ESSA rules. This program reinforces concepts that correlate to grade-level standards.</li> <li>3. Algebra Nation and Math Nation incorporate research-based features to motivate</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	

students and fuel learning. These programs are customized to help students succeed in Algebra I, Geometry and beyond.

#### Instructional Planning

- a. Collaborative planning teams examine critically and discuss learning expectations for students.
- b. Data from FSA SY19, FSQs, USAs and NGSQs will be analyzed in a timely manner to make informative decisions for tutorial student target groups.

#### Professional Development

Explicit lessons are developed and modeled so that a higher level of learning takes place. The team selects AVID evidence-based strategies to infuse within their instructional delivery to assist students for meeting standards.

### Action Step

#### Adaptive Technology

1. Department schedule will be developed.
2. Reports will be monitored by instructional coaches to determine if program goals are met.
3. Data will be shared during academic meetings with administration.

#### Instructional Planning

1. Two Instructional coaches one staff development resource teacher will develop implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
2. The school will employee 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 instructional block and provide timely actionable feedback.

#### (2) Professional Development

### Description

- a. Teachers will attend AVID program workshops for their content strand to infuse research-based instructional strategies effectively.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the 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 25 hours of additional professional learning on AVID strategies and 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.

#### Tutorial Program:

Students will be selected and grouped for pull-out tutorials, afterschool and Saturday success academies based on the results from FY19 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

**Person Responsible** Oscar Otero (oscar.otero@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).**

In alignment with the District's strategic plan 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 African Americans,
- \*Study of the contributions of Hispanics and Women to the U.S. and
- \*Sacrifices of Veterans in serving our country.

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.

## 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.**

Conniston Middle School uses our school website and Twitter page to share school information on approaching events with all stakeholders. We call parents/guardians consistently to inform them about their child's academic and behavioral progress. Parent conferences are schedule twice a week with our school counselors and teachers across all disciplines. We implement three family engagement workshops to build parent's capacity with monitoring behavioral and academic needs with their children. There are various events such as: Title I parent events, concerts, award ceremonies, athletic events and school advisory meetings held on site to make home-to-school connections. We use various modes of communication to relate school information such as: e-mail, SIS Parent Gateway and progress reports. As a school community, our goals are to increase student performance, student attendance and decrease disciplinary infractions by building relationships through the four C's: cognition (beliefs and values), connections (networks), capabilities (skills and knowledge) and confidence (self-efficacy).

### PFEP Link

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Our school support team works collaboratively to ensure that the requirements for students with social-emotional needs are met. This year, we have a behavior/mental health coach on our campus to support our students with early warning signs. Our school counselors, behavior coach and graduation coach provide ongoing individual support and small group counseling sessions to address: grades, behavior, self-management and environmental concerns. This year we are implementing a school mentoring program through Community in Schools to assist students with goal setting for academics and behavior. This program fosters academic growth for student success to ensure high school readiness. Our school counselors, administrators, and school psychologist provide support for students who exhibit the need for social-emotional support and redirection.

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

Conniston Middle School's assistant principal and school counselors schedule visits to the elementary school feeder schools to educate students of the upcoming processes for the transition. Parents and students are encouraged to visit the school to meet with counselors in advance to discuss programs, course offerings, summer school, remediation via intensive reading and math if necessary. For our 6th grade cohort, we facilitate student orientation sessions and a back to school parent night for 7th and 8th-grade students. Our outgoing 8th-grade students are supported by the administration, guidance counselors, behavior coach, graduation coach, mentors, department heads, community stakeholders, and instructional staff as they prepare for a successful transition rigorous high school level coursework. We host a choice high school fair for our 8th-grade students to learn about various program options within our district. Our 8th-grade students receive support from our school counselors on choice program application process. In addition, the CMS faculty consistently works toward developing curriculum centered activities guided by the Florida Standards in English/Language Arts College and Career Readiness Anchor Standards for Mathematics, Reading, Writing, Speaking and Listening, and Language Development (vocabulary).

**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.**

The Leadership Team meets weekly to evaluate staff and responsibilities. This process allows for a more efficient use of our personnel to ensure that all responsibilities on campus are handled by the correct position and team members can effectively cross-train to build capacity on campus.

The School's Leadership Team in conjunction with the School Advisory Council (SAC) and the principal help develop the School Improvement Plan (SIP).

Title I part A funds are used to purchase the services of a literacy coach, math coach, AVID coach, resource teachers, AVID tutors and tutorial programs, supplemental materials, staff development, technology, and parent engagement workshops. Additional funds provide professional development workshops, technology, classroom supplies and equipment.

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

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

Our guidance department coordinates with the district migrant department to ensure student needs are met. Our guidance department and ESE department communicate with our parents participating in the

McKinny-Vento program to ensure that they are informed of resources and support available through the district. Families experiencing homelessness are identified, referred to school-based team and connected with community agencies for support.

SBT Meetings are held weekly with our guidance department, ESE coordinator and school psychologist. We follow the Problem Solving Model:

1. Problem Identification entails identifying the problem and the desired behavior improvement for the student. 2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. 3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are implemented. 4. Interventions are monitored.

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

We are an AVID national demonstration school. The AVID (Advancement Via Individual Determination) program promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.

Several initiatives and programs have been established within our site to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness. Some of these initiatives within Single School Culture © Initiatives include:

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

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

\*Business partnership with the Palm Beach Atlantic University entails close collaboration including science curriculum implementation, engaging students for future career choices.

\* Business partnership with Community in Schools provides a graduation coach to work with students displaying EWS. The graduation coach works with students individually or in small groups to develop academic and behavioral goals. Student performance is monitored and positively reinforced.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: To 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.</b>				<b>\$4,369.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	590-Other Materials and Supplies	0541 - Conniston Middle School	School Improvement Funds	1171.0	\$4,369.00
			<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>			
<b>Total:</b>						<b>\$4,369.00</b>