

The School District of Palm Beach County

# Christa Mcauliffe Middle School



## 2021-22 Schoolwide Improvement Plan

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## Christa McAuliffe Middle School

6500 LE CHALET BLVD, Boynton Beach, FL 33472

<https://cmms.palmbeachschools.org>

### Demographics

**Principal: Dwight Graydon**

Start Date for this Principal: 7/2/2012

<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>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	57%
<b>2020-21 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: A (68%) 2017-18: A (71%) 2016-17: A (69%)
<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>	
<b>ESSA Status</b>	

\* 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](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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## Christa McAuliffe Middle School

6500 LE CHALET BLVD, Boynton Beach, FL 33472

<https://cmms.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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.**

Christa McAuliffe Middle School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster knowledge, skills, and ethics required for responsible citizenship and productive careers.

#### **Provide the school's vision statement.**

Christa McAuliffe Middle School along with the entire School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Silverman, Jeffrey	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. He oversees all aspects of the school's operational and instructional processes, people, and technology. The principal deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. He directly supervises the Assistant Principals, Social Studies Department, ESE Department, and Front Office Staff.
Servos, Shawn	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. He helps to deepen understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and careerreadiness. He directly supervises the Science Department, PE Department, Information Communications Technology Academy (ICTA) teachers, and Custodians as well as assumes the roles of Facilities Contact and SIP contact.
Lee, Penni	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. She helps to deepen understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and careerreadiness. She directly supervises the ELA Department as well as assumes the roles of Testing Coordinator and Transportation contact.
Lowen, Rachelle	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. She helps to deepen understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and careerreadiness. She directly supervises the Math Department, Fine Arts Department, and Front Office staff as well as assumes the roles of Fundraising Contact and SwPBS Contact.

## Demographic Information

### Principal start date

Monday 7/2/2012, Dwight Graydon



**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.*

16

**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.*

24

**Total number of teacher positions allocated to the school**

87

**Total number of students enrolled at the school**

1,488

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

7

### Demographic Data

## Early Warning Systems

### 2021-22

**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	491	458	539	0	0	0	0	1488
Attendance below 90 percent	0	0	0	0	0	0	12	18	18	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	16	15	16	0	0	0	0	47
Course failure in ELA	0	0	0	0	0	0	77	93	56	0	0	0	0	226
Course failure in Math	0	0	0	0	0	0	28	88	53	0	0	0	0	169
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	63	78	73	0	0	0	0	214
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	87	92	87	0	0	0	0	266
Number of students with a substantial reading deficiency	0	0	0	0	0	0	63	78	73	0	0	0	0	214
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	159	218	172	0	0	0	0	549
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	197	213	128	0	0	0	0	538

**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	82	107	82	0	0	0	0	271

**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	0	4	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

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

Wednesday 9/8/2021

**2020-21 - 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	445	523	499	0	0	0	0	1467
Attendance below 90 percent	0	0	0	0	0	0	11	11	19	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	19	26	37	0	0	0	0	82
Course failure in ELA	0	0	0	0	0	0	83	44	35	0	0	0	0	162
Course failure in Math	0	0	0	0	0	0	22	57	24	0	0	0	0	103
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	30	38	34	0	0	0	0	102
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	34	59	34	0	0	0	0	127
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	154	146	138	0	0	0	0	438
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	0	0	141	108	101	0	0	0	0	350

**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	26	39	28	0	0	0	0	93

**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	28	21	30	0	0	0	0	79
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

**2020-21 - 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	445	523	499	0	0	0	0	1467
Attendance below 90 percent	0	0	0	0	0	0	11	11	19	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	19	26	37	0	0	0	0	82
Course failure in ELA	0	0	0	0	0	0	83	44	35	0	0	0	0	162
Course failure in Math	0	0	0	0	0	0	22	57	24	0	0	0	0	103
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	30	38	34	0	0	0	0	102
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	34	59	34	0	0	0	0	127
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	154	146	138	0	0	0	0	438
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	0	0	141	108	101	0	0	0	0	350

#### 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	26	39	28	0	0	0	0	93

#### 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	28	21	30	0	0	0	0	79
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				72%	58%	54%	73%	56%	53%
ELA Learning Gains				61%	56%	54%	66%	57%	54%
ELA Lowest 25th Percentile				52%	49%	47%	54%	49%	47%
Math Achievement				76%	62%	58%	79%	61%	58%
Math Learning Gains				68%	60%	57%	73%	61%	57%
Math Lowest 25th Percentile				56%	53%	51%	58%	54%	51%
Science Achievement				71%	52%	51%	74%	55%	52%
Social Studies Achievement				81%	75%	72%	86%	75%	72%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	74%	58%	16%	54%	20%
Cohort Comparison						
07	2021					
	2019	66%	53%	13%	52%	14%
Cohort Comparison		-74%				
08	2021					
	2019	75%	58%	17%	56%	19%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	72%	60%	12%	55%	17%
Cohort Comparison						
07	2021					
	2019	50%	35%	15%	54%	-4%
Cohort Comparison		-72%				
08	2021					
	2019	78%	64%	14%	46%	32%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	71%	51%	20%	48%	23%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	72%	8%	71%	9%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	64%	35%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	60%	39%	57%	42%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The students are assessed with various assessments throughout the year. In all content areas, professional learning communities (PLCs) meet to discuss the results on Unit Standards Assessments (USAs). Some PLC groups commit to providing the FSQs and NGSQs to progress monitor between the USAs. The Winter Diagnostics are used as a mid-year evaluation point to progress monitor and re-direct academic initiatives and drive instructional focus calendars heading toward the State Assessments in the Spring. In reading, the InSight Benchmark assessment is used to measure reading levels and provide data to support Intensive Reading placements and Reading Plus scaffolding.

Grade 6 - USAs, NGSQs, PBPAs, Mid-Year District Winter Diagnostic, EOY Benchmark Assessment

Grade 7 - USAs, NGSQs, PBPAs, Mid-Year District Winter Diagnostic, EOY Benchmark Assessment

Grade 8 - USAs, NGSQs, PBPAs, PSAT, Mid-Year Winter Diagnostic

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70.55	63.95	68.1
	Economically Disadvantaged	47.2	50	50.3
	Students With Disabilities	28.6	29	29.7
	English Language Learners	12	23.5	3.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60.4	54.92	48.3
	Economically Disadvantaged	42.1	43.2	45.2
	Students With Disabilities	28	28.5	28.2
	English Language Learners	20	21.2	12.5
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	57.34	56.08
	Economically Disadvantaged	50	50.7	51.3
	Students With Disabilities	29	29.1	29.7
	English Language Learners	12.1	23.5	3.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.4	49.16	35.4
	Economically Disadvantaged	43.7	44	45.2
	Students With Disabilities	28	28.5	28.2
	English Language Learners	21	21.2	12.5
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	69.2	70.1	72.2
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70.45	65.74	65.1
	Economically Disadvantaged	50	50.7	51.3
	Students With Disabilities	29	29.1	29.7
	English Language Learners	12.1	23.5	3.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59.11	39.62	67.83
	Economically Disadvantaged	43.7	44	45.2
	Students With Disabilities	28	28.5	28.2
	English Language Learners	21	21.2	12.5
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	64.53	69.1	68.1
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	30	34	25	34	38	28	35	48	65		
ELL	46	48	30	47	32	22	33	59	71		
ASN	86	68		87	60		87	93	89		
BLK	45	45	32	38	32	22	50	56	70		
HSP	58	46	29	58	43	26	60	63	72		
MUL	69	57	55	68	57	44	65	73	70		
WHT	69	52	31	71	47	33	75	79	79		
FRL	52	46	30	51	40	29	57	62	72		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	37	44	37	40	50	44	37	54	55		
ELL	50	58	58	52	58	47	41	63	50		

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
ASN	85	77	57	89	82	67	85	90	92		
BLK	50	55	49	51	50	43	34	60	39		
HSP	71	58	46	72	65	58	66	81	78		
MUL	66	55	47	71	72	55	71	100	91		
WHT	76	63	57	83	72	61	79	84	81		
FRL	58	57	48	62	60	46	55	67	64		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	51	44	38	48	38	28	51	44		
ELL	33	64	61	45	62	54		76			
ASN	81	78	64	95	84		94	93	90		
BLK	49	48	45	51	55	43	47	68	68		
HSP	71	65	62	74	69	56	70	86	75		
MUL	73	59	50	78	73	50	100	69	90		
WHT	78	70	54	84	77	64	79	89	75		
FRL	62	59	51	69	67	53	62	79	64		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	10
Percent Tested	96%
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	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	81
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	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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	62
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

In 2019, the ELA Low 25% Gains were the lowest performance at 52%. According to Diagnostic results, ELA achievement decreased 1% going from FY19 to FY20. Grade-level professional learning communities (PLCs) need to be consistent across all three grade levels and implemented with fidelity and a deeper dive into progress monitoring. Math data from 2021 were lower than the school has ever observed, especially in Grade 7 and Grade 6.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In 2019, the Math Gains showed the greatest decline of -4.9%, decreasing from 73.4 to 68.4. Math achievement showed some improvement since then, based on Diagnostic comparisons from 2019 to 2020. Students achievement results on the Diagnostics increased from 66.1% to 69.8%. However, in 2021, 35.4% of Grade 7 students and 48.3% of Grade 6 students were proficient. These data point to great needs for improvement.

The school outperformed the State significantly in all comparisons except when looking at 2019 data in Grade 7 Math. The AMP students entering middle school are on an accelerated trajectory and thus no longer incorporated into Grade 7 achievement data. This phenomena was observed across the State. However, a 15% same grade-comparison decrease and 23% cohort-comparison decrease was not acceptable and action steps with strategies were put into place as a result.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

More than half of the students were learning from home during the pandemic and in many instances the students who needed the most support were not receiving in-person instruction.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Middle School Acceleration in 2019 showed a 2.5% increase and according to Diagnostics 2020 the Math Achievement increased 3.7%. Math was a focus area from the previous year. Teachers were provided PD and placed strategically to meet the needs of students.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

These data points are lagging and the results are from 2 years prior. We continue to enhance equity and access in all advanced courses, with a focus on industry certifications through the Information Communications Technology Academy as well as high school credit classes.

### **What strategies will need to be implemented in order to accelerate learning?**

Ensure the ELA Gains percentage increases this year. The 2019 to 2020 ELA Achievement District Diagnostics reveal that Achievement decreased from 71.47% to 70.39%. The 2018 to 2019 ELA Gains percentage decreased from 66.2% to 61.4%. Teachers were provided professional development and support to maximize professional learning communities (PLCs). The progress monitoring of student achievement will be enhanced and reviewed during PLCs. ELA Gains have been a focus for the school for many years and knowing that PYG, Gains, and Achievement go hand-in-hand, a laser-like focus will remain in place. If teachers work to get the academic growth needed in every student, then those gains will equate to achievement increases across the board.

Ensure Math Gains percentage increases this year. The 2019 to 2020 Math Achievement District Diagnostics reveal that Achievement increased from 66.12% to 69.8%. Then, in 2021, the results decreased even more. To date, we had not observed a decline in Math Performance like this. Teachers were provided professional development and support to maximize professional learning communities (PLCs). The progress monitoring of student achievement will be enhanced and reviewed during PLCs. Math teachers need to stay focused on the academic growth of all students so that gains and achievement levels increase.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Data from the EWS demonstrates positive momentum. Over the last 5 years, students with less than 90% attendance have improved by moving from more than 100 students in previous years down to 40 students in the most current year. In-school and Out-of-School Suspensions have also improved moving from more than 100 down to 63. However, counts of students with a Failure in Math and ELA need to be decreased. In Math, 69 students had at least one failing grade and 127 were Level 1 on Statewide Assessments. In ELA, 120 students had at least one failing grade and 102 were Level 1 on Statewide Assessments. Although these data are improvements as compared to previous years, we can do better. In addition, students with two or more indicators could be reduced. One hundred fifty-two students with two or more early warning indicators are currently active at the school. Progress monitoring for these potential areas of concern needs to be enhanced and these potential areas of concern to be better tracked.

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

The co-teacher service delivery model continues to improve and be implemented with fidelity. PLCs are consistent and data focused. The integration of technology in the classroom is schoolwide and ramped up with the SMART board innovation and Google Classroom.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

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

All data show that math results significantly plummeted across all grades from 2020 to 2021. To date, this is the lowest that the school has ever performed in mathematics.

**Measurable  
Outcome:**

By the end of FY2022, Math Learning Gains will increase from 45% to 65%.

**Monitoring:**

Implement PLCs with fidelity and greater emphasis on progress monitoring with data from USAs and Diagnostics. Monitor, much more closely, the progress toward achieving these goals.

**Person  
responsible  
for  
monitoring  
outcome:**

Jeffrey Silverman (jeff.silverman@palmbeachschools.org)

**Evidence-  
based  
Strategy:**

Intensive classes along with Critical Thinking help to remediate and support students needing more time to learn standards. PLCs will be implemented with fidelity. A stronger focus on tracking student progress across the ELA and Math department will be embedded in each PLC and each teacher's professional growth plan (PGP). This single-department culture will impact single school culture and keep teachers focused on the target(s).

**Rationale  
for  
Evidence-  
based  
Strategy:**

Pillars of Effective Instruction - Student are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Professional Learning Communities enable teachers to collaboratively utilize the Continuous Improvement Model whereby teachers analyze how to best meet student needs through data-informed decisions and best-practice discussions. Standards-based instruction, high expectations, personalized teaching and learning, and increased student engagement within Math courses, including the additional Intensive Courses, will help to achieve this outcome.

**Action Steps to Implement**

1. Monitor weekly PLCs closely with each grade-level content area team.
2. Implement co-teacher service delivery model for Math Inclusion classes (Regular with ESE Full-Time Teacher).
3. Provide PD for inclusion.
4. Increase tutoring programs specific to State Standards.

**Person  
Responsible**

Jeffrey Silverman (jeff.silverman@palmbeachschools.org)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	SWDs are significantly lower than all other subgroups. Although some gains have been made, the gap needs to be closed.
<b>Measurable Outcome:</b>	By the end of FY2022, the mean composite score of the four achievement areas for SWD will increase from 29% to 45%.
<b>Monitoring:</b>	Implement PLCs with fidelity and greater emphasis on progress monitoring with data from USAs and Diagnostics. Monitor, much more closely, the progress toward achieving these goals.
<b>Person responsible for monitoring outcome:</b>	Jeffrey Silverman (jeff.silverman@palmbeachschools.org)
<b>Evidence-based Strategy:</b>	PLCs will be implemented with fidelity and a stronger focus on tracking student progress across all departments will be embedded into each PLC. Collaboration among teachers to meet the intent of the standards while targeting increases in learning gains will yield positive results. Cultural awareness and sensitivity to varying students needs will be incorporated throughout faculty growth goals. Inclusionary practices reveal benefits to the students who are increasingly included in mainstream classrooms.
<b>Rationale for Evidence-based Strategy:</b>	Pillars of Effective Instruction - Research supports that students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Professional Learning Communities enable teachers to collaboratively utilize the Continuous Improvement Model whereby teachers analyze how to best meet student needs through data-informed decisions and best-practice discussions. A single school culture as well as an appreciation of multicultural diversity is instilled across the campus and contributes to a positive climate for increasing academics and enhancing school performance. Remaining steadfast on staying focused on monitoring progress and implementing greater collaborative PLCs will enhance learning gains and school performance. In addition, getting all teachers to buy-in to the importance of everyone teaching literacy and all learners can make gains will help us to achieve this goal.

**Action Steps to Implement**

1. Students will be assessed using USAs and FSQs / NGSSQs in the four academic areas. Teachers will utilize the data from these assessments and anecdotal observations to meet the needs of this targeted subgroup.
2. An analysis of the data will determine strengths and weakness in content areas.
3. PLCs and PDs will focus on strengthening this subgroups performance to improve achievement levels.

**Person Responsible** [no one identified]

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The SafeSchoolsforAlex.org data show that 1.3 incidents per 100 students, when compared to all middle schools falls into the very low category. This rate is less than the Statewide middle school rate of 4.2 incidents per 100 students. The decrease in the numbers of out of school suspensions as compared to other middle schools in the District and across the State is commendable. There was a slight increase in in-school suspensions going from 2018-2019, prior to the pandemic.

The school leadership team will stay focused on tracking students with more than two early warning indicators as well as students failing courses in ELA and Math. Assistant principals and school counselors will track these data and check-in on a regular basis with higher-risk students throughout the year.

Our school will stay focused on the priorities and monitor progress toward the goals. The overarching goal that says, "If we deliver and monitor effective, relevant, and rigorous instruction to the meet the needs of all students, then we will increase academic achievement and ensure high school readiness" remains just as significant today as it has been in the past. Additionally, we will enhance our service-delivery models within inclusive settings. All State-level assessed courses and content areas will use the co-teacher service-delivery model for inclusion and the other courses will use support facilitation for inclusion. The ESSA subgroups SWD will be monitored very closely as the gap between these subgroups and others is too large.

Of critical importance, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans, and the value of Medal of Honor recipients

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.



## 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.

All members of the school staff participate in committee meetings that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools to ensure smooth transitioning into middle school and into high school. Staff members implement a formal process that promotes productive discussion about student learning along the matriculation continuum. School personnel can clearly link collaboration to improvement results in instructional practice, student performance, and increased high school readiness. Communication with families and business or community members has increased tremendously over the years. Through using the new digital marquee, parent link, and various meeting venues and platforms, the school enlists stakeholder input and feedback throughout the year.

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

The school prides itself on integrating a Single School Culture and sharing universal guidelines, following the behavior matrix, and teaching expected behaviors. Communication and monitoring of SwPBS (School-Wide Positive Behavior Support), an appreciation for multicultural diversity, and structured lessons (Suite 360) helps to achieve expected goals. We look for SOARing students and want them to get caught SOARing!

The School-based RtI Leadership Team meets regularly to review and monitor data in order to help students and their families through the process. Based on this, the team identifies the needs of students as well as professional development activities needed to create effective learning environments. Many activities and programs are offered to support student success, including but not limited to mentoring programs, data chats, counseling and behavioral health professionals, character counts, Suite 360, and SEL projects. Building student ownership is the cornerstone to success and programs such as these help to focus on positive school culture and environment.

At the end of the year, articulation meetings occur with our feeder elementary schools. The school counselors present curriculum to all our 5th grade incoming students. In addition, all 6th and 7th grade students are automatically enrolled in the pre-requisite technology courses in preparation of application to our 8th grade course for those wishing to earn high school credit and industry certification, which meets

acceleration component for school grade. After the completion of the pre-requisite technology courses students will receive information from their school counselor to apply to the Industry Certification course.

The school works closely with feeder High Schools to advance college and career awareness. The Volunteer and Business Partner liaison and many club sponsors also contribute to creating tighter ties with community and business members who help to advance awareness of careers during the school year. Stakeholders on many levels work together to build a positive school culture and environment. Challengers SOAR!

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Two committees are the primary stakeholders in promoting a positive culture and environment at the school. The SwPBS Committee is composed of a core group of teachers who meet monthly to monitor the data and enact initiatives to support SOARing behavior at school. HERO was implemented successfully and continues to be used to recognize positive behavior throughout the campus. The other group of diverse stakeholders is the School Advisory Council, which also meets once a month to provide oversight to this plan and to hear the principals report and provide input on initiatives that contribute to promoting a positive culture and environment at the school.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math					\$4,061.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5000	510-Supplies	1821 - Christa McAuliffe Middle Schl	School Improvement Funds	1445.0	\$4,061.00	
			Notes: The School Improvement Funds will be used for programs and processes to support student achievement increases as approved by the School Advisory Council.				
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities					\$0.00
Total:						\$4,061.00	