

The School District of Palm Beach County

# Congress Community Middle School



2021-22 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: 1/4/2013

<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>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<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: C (43%) 2017-18: C (45%) 2016-17: C (47%)
<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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# Congress Community Middle School

101 S CONGRESS AVE, Boynton Beach, FL 33426

<https://cgrm.palmbeachschools.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>90%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>94%</p>

## School Grades History

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

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

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	Position Title	Job Duties and Responsibilities
O'Connor, Denise	Principal	Oversee all school operations
Taylor, Shaundrika	Assistant Principal	Oversee 6th grade, Reading, Language Arts and Literacy Department
Thompson, Kareem	Assistant Principal	Oversees overall Curriculum, Professional Development, Science and ESE Department along with support positions such as media clerk and paraprofessionals.
Moosai, Vikaash	Assistant Principal	Oversee 7th grade, Magnet and ESOL
Haynes, Lorenzo		Support schools behavior, guidance, SBT
Hawkins, Brandon	Assistant Principal	Oversee 8th grade team, Custodians, Social Science and Electives

**Demographic Information**

**Principal start date**

Friday 1/4/2013, 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

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

1,107

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

4

**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	343	351	427	0	0	0	0	1121
Attendance below 90 percent	0	0	0	0	0	0	98	45	60	0	0	0	0	203
One or more suspensions	0	0	0	0	0	0	11	21	30	0	0	0	0	62
Course failure in ELA	0	0	0	0	0	0	0	133	177	0	0	0	0	310
Course failure in Math	0	0	0	0	0	0	0	92	166	0	0	0	0	258
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	117	224	158	0	0	0	0	499
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	163	233	153	0	0	0	0	549
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	158	202	130	0	0	0	0	490

**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	172	122	191	0	0	0	0	485

**The number of students identified as retainees:**

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

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

Wednesday 10/6/2021

**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	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

**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	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

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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

**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				36%	58%	54%	35%	56%	53%
ELA Learning Gains				44%	56%	54%	44%	57%	54%
ELA Lowest 25th Percentile				38%	49%	47%	32%	49%	47%
Math Achievement				35%	62%	58%	36%	61%	58%
Math Learning Gains				35%	60%	57%	42%	61%	57%
Math Lowest 25th Percentile				34%	53%	51%	38%	54%	51%
Science Achievement				33%	52%	51%	34%	55%	52%
Social Studies Achievement				50%	75%	72%	51%	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	35%	58%	-23%	54%	-19%
Cohort Comparison						
07	2021					
	2019	27%	53%	-26%	52%	-25%
Cohort Comparison		-35%				
08	2021					
	2019	35%	58%	-23%	56%	-21%
Cohort Comparison		-27%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2021					
	2019	31%	60%	-29%	55%	-24%
Cohort Comparison						
07	2021					
	2019	10%	35%	-25%	54%	-44%
Cohort Comparison		-31%				
08	2021					
	2019	28%	64%	-36%	46%	-18%
Cohort Comparison		-10%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	30%	51%	-21%	48%	-18%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	45%	72%	-27%	71%	-26%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	74%	64%	10%	61%	13%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

**Grade Level Data Review - Progress Monitoring Assessments**

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

CMS uses FSQs, USAs, the CMS Matrix to include Performance Matters, PBPA, FSA data, Winter and Fall Diagnostics. CMS also uses non evaluative walkthroughs. In addition to IXL and PLCs as a monitoring tool.

		Grade 6			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		25	41	31
	Economically Disadvantaged		24	31	30
	Students With Disabilities		2	3	9
	English Language Learners		2	2	6
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		N/A	28	29
	Economically Disadvantaged		N/A	28	28
	Students With Disabilities		N/A	13	7
	English Language Learners		N/A	10	10

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	35	22
	Economically Disadvantaged	21	2	7
	Students With Disabilities	2	2	25
	English Language Learners	2	0	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	24	19
	Economically Disadvantaged	36	24	19
	Students With Disabilities	28	10	14
	English Language Learners	14	8	6
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	N/A	39	36
	Economically Disadvantaged	N/A	39	36
	Students With Disabilities	N/A	32	12
	English Language Learners	N/A	35	23

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		28	41	28
	Economically Disadvantaged		10	17	19
	Students With Disabilities		2	5	2
	English Language Learners		2	6	4
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		25	19	16
	Economically Disadvantaged		25	19	16
	Students With Disabilities		6	6	5
	English Language Learners		12	12	5
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		41.5	45.8	22.2
	Economically Disadvantaged		27.8	33.9	20.3
	Students With Disabilities		33.9	34.4	5.5
	English Language Learners		4.5	15.3	2.6
		Number/% Proficiency	Fall	Winter	Spring

**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	16	23	26	19	21	23	15	21			
ELL	13	29	34	12	25	36	8	26	48		
BLK	27	33	32	18	21	28	20	40	41		
HSP	25	26	22	21	22	38	23	24	45		
MUL	33	30		26	15						
WHT	53	42		43	24		52	50	58		
FRL	26	31	31	19	21	29	23	37	43		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	36	32	20	30	26	10	32	57		
ELL	22	42	40	20	29	33	17	38	67		
ASN	75	50		81	71						



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
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		

**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	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	309
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	27

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
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	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	26
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	46
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	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?**

As a data analysis was conducted it was discovered that there are trends across

- 1. Grade levels as such:  
 FRL Subgroup 8th grade ELA Increase  
 ELL 7th ELA data shows decrease  
 Mathematics decline across all grades
- 2. Subgroups:  
 SWD increase across ELA Achievement, Learning Gains and Lowest 25%
- 3. Content:  
 Science & Civics Proficiency declined for both assessments

Due to COVID pandemic, the school was faced with a large number of students attending school via distance learning. There were inconsistencies with attendance and academic performance of these students.

As a result departments have decided to implement the following strategies with fidelity:

In math, teachers are planning together. There is room for growth using small groups and hands-on activities for students.

In Social Studies, teachers are attending weekly PLCs in order to review data, plan common assessments, and implement schoolwide strategies in order to support all content areas.

In Science, teacher will commit to meeting weekly with gradelevel teams in PLCs format to address data analysis, feedback for students, targets for remediation and specific strategies. The data sources will included Assessment Unit (USAs), Quizzes (NGSQ's), schoolwide reading strategies, annotation, and AVID strategies.

ELA teacher collaborates together during planning to ensure of standards. ELA has a non-negotiable for the use of small group instruction.

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

ELA uses FSQs, USAs, PBPA, and District Diagnostics however there is a need to understand and analyze the data during PLC

In math, we are using FSQs, USAs, and our Diagnostic assessments to monitor the progress of our students.

In Social Studies, we are focusing on remediation strategies that will be implemented in small groups for students who do not perform well on NGSQs, USAs, and/or Common assessments.

Progress monitoring will take place through observations, walkthroughs, data analysis and schoolwide monitoring matrix.

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

ELA is working with the District support to assist the planning of effective PLC's to analyze the data from the assessments to better improve planning for small groups.

In math, we are strategically planning the implementation of rigor and higher-order questioning in PLCs.

In Social Studies, we are implementing the school-wide annotation strategy in order to support student literacy.

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

ELA showed no improvements in 2019.

In math, none of our areas showed improvements. Our acceleration increased by 12 points.

In Social Studies, 36% of our students scored a level 3 or higher. This was a decrease of 9% points.

Progress monitoring will take place through observations, walkthroughs, data analysis and schoolwide monitoring matrix.

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

Strategic placement of students. Strong Teacher with use of effective strategies to meet the needs of all students.

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

In math, there needs to be an increase of rigor, questioning, and monitoring.

Increase in rigor of content in Science course

ELA needs to continue with small

group instruction, use of FSA question stems, rigorous questioning and ongoing monitoring of data.

In Social Studies, there will be purposeful literacy strategies implemented throughout the year.

**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.**

In math, teachers are working collaboratively in PLCs.

In Science, teachers will be trained in data analysis, data tracking and identification of effective

remediation strategies

In Social Studies, teachers will be trained during PDs, Faculty meetings, and PLCs. During these pieces of training, teachers will have the opportunity to learn how to implement research-based strategies into their classes. The implementation of these strategies will be monitored through non-evaluative walk-throughs.

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

In math, teachers are planning units using hands on activities and higher order questions, which can be sustained for years to come.

In Social Studies, teachers are planning units that will help students at the next grade level. All social studies teachers have units in order to frontload our students with information that they will use at the next grade level.

ELA will once able to employ an ELA resource teacher that will support small group instruction for lowest 25% students.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Leadership specifically relating to Instructional Leadership Team**

**Area of Focus Description and Rationale:** 2021 % ELA LG % Math LG % ELA L25 % Math L25  
32 21 30 29  
Diff '19-'21 -46 -23 -5 -9

55 % of the students enrolled at Congress Middle School September 2021 to May 2022 will make learning gains as measures by the 2022 ELA FSA.

50 % of the students enrolled at Congress Middle School September 2021 to May 2022 will make learning gains as measures by the 2022 Math FSA.

**Measurable Outcome:**

45 % of the L25% students enrolled at Congress Middle School September 2021 to May 2022 will make learning gains as measures by the 2022 ELA FSA.

45 % of the L25% students enrolled at Congress Middle School September 2021 to May 2022 will make learning gains as measures by the 2022 Math FSA.

**Monitoring:**

Principal will monitoring members of the leadership team through review of CMS FY22 Monitoring Matrix to SIP Objectives, FQS, USA, PBPA, Reading and Common Assessment Data.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

Progress Monitoring Strategies: Weekly Administrative Meetings, Monthly Leadership Team Meetings, Non-Evaluative Instructional Walkthroughs, Support Facilitation, Coaches, Contact & Tutors Logs

**Rationale for Evidence-based Strategy:**

Progress monitoring is a form of assessment in which student learning is evaluated on a regular basis (e.g., weekly, every two weeks) to provide useful feedback about performance to both students and teachers. Progress monitoring can give you and your child's teacher information that can help your child learn more and learn faster, and help your child's teachers teach more effectively and make better decisions about the type of instruction that will work best with your child.

**Action Steps to Implement**

Review of Monitoring tools such as Weekly Administrative Meetings, Monthly Leadership Team Meetings, Non-Evaluative Instructional Walkthroughs, Support Facilitation, Coaches, Contact & Tutors Logs

**Person Responsible**

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

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus</b>	2021 % Level 3+ ELA % Level 3+ Math % Level 3+ Science % Level 3+ Civics
<b>Description</b>	Acceleration
<b>and</b>	28 21 25 37 46
<b>Rationale:</b>	Diff '19-'21 -8 -14 -8 -13 12

45 % of the students enrolled at Congress Middle School September 2021 to May 2022 will score level 3 or higher as measures by the 2022 ELA FSA

45 % of the students enrolled at Congress Middle School September 2021 to May 2022 will score level 3 or higher as measures by the 2022 Math FSA

**Measurable Outcome:** 65 % of the students enrolled at Congress Middle School September 2021 to May 2022 will score level 3 or higher as measures by the 2022 Civics FSA.

45 % of the students enrolled at Congress Middle School September 2021 to May 2022 will score level 3 or higher as measures by the 2022 Science FSA.

95% of that Congress Middle School September 2021 to May 2022 Algebra/ Geometry and Industry Certification as measures by the 2022 FSA.

**Monitoring:** CMS FY22 Monitoring Matrix to SIP Objectives, FQS, USA, PBPA, Reading and Common Assessment Data.

**Person responsible for monitoring outcome:** Denise O'Connor (denise.oconnor@palmbeachschools.org)

**Evidence-based Strategy:** Implementation of Standard Based Instruction through single school culture for academic initiatives (aligned in CMS Academic framework). Includes Data feedback strategies, Standard in practice, data analysis, data chats, data tracking, which support data driven instruction.

**Rationale for Evidence-based Strategy:** Standards based instruction helps guide the planning, implementation, and assessment of student learning. ... Expectations for student learning are mapped out with each prescribed standard. Teachers follow standards based instruction to ensure that their students meet the demands targeted. Standards-based instruction guides planning and instruction and helps teachers keep their focus on the learning target.

**Action Steps to Implement**

Standard Based Instruction monitored through Weekly Administrative Meetings, Monthly Leadership Team Meetings, Non-Evaluative Instructional Walkthroughs, Support Facilitation, Coaches, Contact & Tutors Logs, PLC Meetings, and Professional Development Agendas

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



**#3. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:**

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan goal; This area of focus aligns directly with our District Strategic Plan, Goal 1: Improve Academic Access and Close Opportunity Gaps through Rigorous Middle School programming and courses.

Based on our FY19 FSA Data in comparison with the FY21 FSA Data; we saw a decrease in achievement overall for ELA (-8%); a decrease in achievement overall for Math (-14%); decrease in Civics (-13%), decrease in Science (-8%) and a decrease in acceleration (-12). This shows that there is a need for best practices in all content areas. ESSA data shows SWD (29%), ELL(36%), and Black/African Americans (40%) do not meet the required federal threshold of 41 percentage points.

45 % of the students enrolled at Congress Middle School September 2021 to May 2022 will score level 3 or higher as measures by the 2022 ELA FSA

45 % of the students enrolled at Congress Middle School September 2021 to May 2022 will score level 3 or higher as measures by the 2022 Math FSA

**Measurable Outcome:**

65 % of the students enrolled at Congress Middle School September 2021 to May 2022 will score level 3 or higher as measures by the 2022 Civics FSA.

45 % of the students enrolled at Congress Middle School September 2021 to May 2022 will score level 3 or higher as measures by the 2022 Science FSA.

95% of that Congress Middle School September 2021 to May 2022 Algebra/ Geometry and Industry Certification as measures by the 2022 FSA.

CMS FY22 Monitoring Matrix to SIP Objectives, FQS, USA, PBPA, Reading and Common Assessment Data.

**Monitoring:**

Weekly Administrative Meetings, Monthly Leadership Team Meetings, Non-Evaluative Instructional Walkthroughs, Support Facilitation, Coaches, Contact & Tutors Logs  
PLC Meeting and Professional Development Agendas

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

Standards based instruction helps guide the planning, implementation, and assessment of student learning. Expectations for student learning are mapped out with each prescribed standard. Teachers follow standards based instruction to ensure that their students meet the demands targeted.

**Rationale for Evidence-based Strategy:**

Standards-based instruction guides planning and instruction and helps teachers keep their focus on the learning target.

**Action Steps to Implement**

Math - Based on our diagnostics and FSA results, we are focusing on small groups, hands on activities, and higher order questions as we monitor instruction.



**Person Responsible** Vikaash Moosai (vikaash.moosai@palmbeachschools.org)

ELA - Based on our diagnostics and FSA results, we are focusing on using small group instruction as a means to differentiation. Rotational groups will be designed to remediate and reteach as needed. Schoolwide implementations such as the Annotation strategy and yearlong AVID strategies. Continuous monitoring will ensure proper implementation.

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

Social Studies - Based on our diagnostics and FSA results, we are focusing on using small group instruction as a means to differentiation. Groups will be designed to remediate and reteach as needed. Furthermore, small group instruction will serve as the hub for schoolwide implementations such as the Annotation strategy and yearlong AVID strategies. Continuous monitoring will ensure proper implementation.

**Person Responsible** Brandon Hawkins (brandon.hawkins@palmbeachschools.org)

Science - Based on our diagnostics and FSA results, we are focusing on using small group instruction as a means to differentiation. Groups will be designed to remediate and reteach as needed. Continuous monitoring will ensure proper implementation.

**Person Responsible** Kareem Thompson (kareem.thompson@palmbeachschools.org)

### 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.

**Based on the comparison of data, CMS will focus on conflict resolution and effective personal success strategies to decrease discipline referrals.**

**The school's Schoolwide Positive Behavior Support Team (SWPBS) will serve a monitoring group. They will use a dashboard to analysis behavior data.**

**Through the Schoolwide Positive Behavior discipline dashboard will provided the team with the data sources to drive the necessary changes and adjustments.**

**Counselors through small groups will focus on providing students with strategies to address conflict resolution, attendance, social emotional learning lessons, and academic success, therefore decreasing the number of referrals and retentions.**

**CMS Initiatives which support in sustaining and improving good behavior include:**

- 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 members who recognize them for their outstanding support
  - Staff of the month (parking spots)
  - Coffee Talk for staff and student forums
  - Semester High Expectations Assemblies are held to reinforcement school rules and our single school culture initiatives. Administrators and our SRO visit classrooms or assemble in a large venue such as cafeteria. Topics that are covered include: Universal Guidelines, Rules and Regulations, Consequences, Tik Tok challenges, Rewards and Student Success to Achieve for Excellence.
  - Lunch Buddy sessions 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
- In addition CMS has 3 grade level guidance counselors, 1 ELL Guidance counselor; 1 MTSS Coach; and 2 Mental Health Therapists available for support.
- Young Men of Distinction and Junior Classy Ladies Mentoring Groups assist in trainings students on demonstrating and displaying appropriate behaviors.

## 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.

Congress Middle School will focus on sustaining a positive learning environment with the hope of improving good behavior as it continues to implement it's Single School Culture initiatives and systems. Positive School Environment monitored and supported by the School Wide Positive Behavior Supports Team (SWPBS) who meets monthly.

Initiatives include:

- 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 members who recognize them for their outstanding support
  - Staff of the month (parking spots)
  - Coffee Talk for staff and student forums
  - Semester High Expectations Assemblies are held to reinforcement school rules and our single school culture initiatives. Administrators and our SRO visit classrooms or assemble in a large venue such as cafeteria. Topics that are covered include: Universal Guidelines, Rules and Regulations, Consequences, Tik Tok challenges, Rewards and Student Success to Achieve for Excellence.
  - Lunch Buddy sessions 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
  - Counselor hosts student success groups to support improving academic and behavioral success
- In addition CMS has 3 grade level guidance counselors, 1 ELL Guidance counselor; 1 MTSS Coach; and 2 Mental Health Therapists available for support.
- Conflict Resolution Groups are held student groups facilitated by a Behavior Coach and/or Mental Health Professional
  - Young Men of Distinction and Junior Classy Ladies Mentoring Groups assist in trainings students on demonstrating and displaying appropriate behaviors.

Community/Business Partnerships assist in garnering the support of community stakeholder.

- 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.
- CMS has built a system for encouraging businesses to sponsor programs at the school through monetary contributions.

In addition to the CMS Initiatives above, the school will ensure that learning experiences in Core Curriculum are aligned District and State Policies 1003.42 & Policy 2.09 Section IV 1003.42 Mandatory Curriculum & Content

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan. Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through

Florida State Statute 1003.42 to ensure inclusiveness for all.

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

The internal stakeholders at Congress Middle School:

- \* SWPBS TEAM: Team meets every month on average to analysis and discuss climate problems and possible changes. This is done through data analysis, and workable solutions based on that data.
- \* Mental Health Team: Our health professionals keys in on students early warning signs of emotional concerns and address these concerns in there therapy session, crisis intervention and mediations.
- \* SSCC: My role as SSCC, in addition, will be to continue to create a growth mindset toward culture and climate, creating mentoring sessions for our young men and women on campus. We have also created a positive referral system that all staff members on campus can write to incentivize positive student behavior, and to encourage others to follow suit.
- \* Administration: Administration is on board to help through data analysis, along with incentivizing Positive culture among students and staff with team building and Steam collaboration.
- \* District & State Mandates will be monitored by Administration as they conduct trainings, observe PLCS, observations and lesson reviews.

## **Part V: Budget**

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
<b>Total:</b>			<b>\$5,506.00</b>