

The School District of Palm Beach County

Conniston Middle School



2021-22 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: 1/4/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: B (54%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/20/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Conniston Middle School

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<https://cntm.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	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

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

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We, the community of Conniston Middle School are committed and dedicated to providing a safe, positive, and nurturing environment educating all to successfully advance intellectually, socially, and emotionally. We strive to prepare our students to become high school and college graduates, as well as contributing members of our world.

Provide the school's vision statement.

Conniston Middle School is a welcoming place where teachers and students come together to grow and learn in an enriching learning community. We foster hands-on, real-life instruction in an engaging environment that is clean, safe, and orderly that promotes analytical thinking to help ensure student academic and social success.

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
Otero, Oscar	Principal	<p>As principal of Conniston Middle School, it is his duty to manage and supervise all aspects of the educational program at the school site. First and foremost, as an instructional leader, he ensures that equitable instruction is provided for all students. He is the decision-maker of the master schedule, professional development activities, hiring new teachers, school improvement activities, teacher evaluation, and supervision.</p> <p>Additional responsibilities he leads are listed below:</p> <ul style="list-style-type: none"> *Assistant Principal Supervision. *Administrator lead across all disciplines to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *Unit Assessments/Gap testing/Cycles across all content areas. * Administrator lead for ESE, ASD, ESOL, AVID, and IB programming. *Creates a culture of excellence, teamwork, and collaboration among the staff, teachers, students, and families. *Implement data-driven instructional practices and lead discussions about student performance. *Oversee all programs, services, and activities to ensure that program objectives are met. *Ensure the safety and security of all students, staff, visitors, and public and property. *School Safety. *School/community Facilitation. *Supervision of Artist-in-Residence. *Marzano framework activities. *Discipline referral monitoring.
		<ul style="list-style-type: none"> *Administrator lead for Mathematics department, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *Unit Assessments/Gap testing/Cycles - Math *Implement data-driven instructional practices and lead discussions about student performance.

Name	Position Title	Job Duties and Responsibilities
		<p>*Oversee School-Wide Testing processes.</p> <p>*Lunch Duty</p> <p>*Ensures that the learning environment and classroom instruction maximizes student learning.</p> <p>*Works with teachers to constantly assess, reflect and plan remediation or acceleration activities to improve student achievement results.</p> <p>*Ensures that the safety and security of all students, staff, visitors, and public and property are a priority.</p>
Gatlin, Derwin	Assistant Principal	<p>*Administrator lead for Social Studies and Elective teachers, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</p> <p>*Unit Assessments/Gap testing/Cycles - Social Studies and Electives</p> <p>*Implement data-driven instructional practices and lead discussions about student performance.</p> <p>*Oversee routine facilities maintenance.</p> <p>*Transportation</p> <p>*Textbook Inventory</p> <p>*Lunch Duty</p> <p>*Ensures that the learning environment and classroom instruction maximizes student learning.</p> <p>*Works with teachers to constantly assess, reflect and plan remediation or acceleration activities to improve student achievement results.</p> <p>*Ensures that the safety and security of all students, staff, visitors, and public and property a priority.</p> <p>*Oversees Picture bids and processes.</p>
Gonzalez, Jeanette	Assistant Principal	<p>*Administrator lead for English Language Arts and Reading teachers, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</p> <p>*Unit Assessments/Gap testing/Cycles - ELA and Reading.</p> <p>* Leads all IB programming initiatives.</p>

Name	Position Title	Job Duties and Responsibilities
		<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>*Recruit and select a school-based support team for testing.</p> <p>*Lunch Duty</p> <p>*Collaborate with PYP, MYP, and DP coordinators within the district to ensure a successful IB program continuum</p> <p>*Initiates professional training programs that will enable the teaching staff to successfully introduce and develop IB unit plans in their classroom successfully; the pieces of training will include professional learning communities, interdisciplinary unit development, and current pedagogy and assessment practices.</p>
Reyes, Michelle	Assistant Principal	<p>*Administrator lead for the Science Department, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</p> <p>*Unit Assessments/Gap testing/Cycles - Science</p> <p>*Implement data-driven instructional practices and lead discussions about student performance.</p> <p>* Oversee Title I programming and budget: scheduling, staffing, data, student tutorial programs, payroll sheets, parent workshops, and staff training.</p> <p>*Ensure compliance with Title I federal funding sources: surveys, subscriptions, instructional support evidence.</p> <p>*Oversee School-Wide Tutorial Programming: data analysis, scheduling, staffing, supplemental materials, student programs, payroll sheets.</p> <p>*Lunch Duty</p> <p>*Ensures parent workshops are implemented to build parent and teacher capacity.</p> <p>*Ensure staff workshops are implemented to build teacher capacity in the effort of improving school-parent partnerships.</p> <p>*Ensures learning environment and classroom instruction maximize student learning.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>*Works with teachers to constantly assess and improve student achievement results.</p> <p>*Ensures the safety and security of all students, staff, visitors, and public and property.</p>
Fasone, Eric	Administrative Support	<p>Learning Team Facilitator:</p> <ul style="list-style-type: none"> •Monitors school-wide data across all disciplines from formative and summative assessments. Maintains an e-data binder to progress monitor participation and performance rate. Collaborates and updates the school leadership team on data trends and areas in need of improvement. •Conducts data-driven learning team meetings with core departments to determine areas of strengths and opportunities. Timely teacher action plans are developed to remediate or accelerate student learning for approaching units or cumulative reviews. •Meets and collaborates with instructional coaches and administrators to review data and determine essential strategies that can strategically target areas of weakness and reviews for school-wide tutorials. <p>AVID Site Coordinator:</p> <ul style="list-style-type: none"> •Creates a student recruitment plan. Obtains test and grade data of potential students. Coordinates and collaborates with feeder school to implement recruitment process. Schedules AVID informational assemblies as needed. Distributes applications to potential students. Schedules and coordinates student interviews and parent workshops. •Recruits content area teachers to be trained in AVID methodologies. <p>Ensures AVID students are programmed in Path trained teachers' classes. Provides a progress report printout to AVID teachers for all AVID students. Monitors AVID student grades in all classes. Ensures that all AVID students take part in PSAT testing.</p> <ul style="list-style-type: none"> •Completes and submits the AVID Center Data Forms online yearly following given deadlines. Utilizes data feedback to improve the program on-site. Coordinates and facilitates the collection of site data to help analyze the progress of the program. Establish a relationship with district data personnel and develop a system to assist in data collection and analysis. •Supports elective teachers to attend necessary training and infuse Tutorials successfully. Coordinates and organizes school-wide training and lesson studies using AVID methodologies. Schedules, plans, and facilitates regular site team meetings. <p>SwPBS Coordinator:</p> <ul style="list-style-type: none"> •Facilitate sustainability and expansion of SwPBS practices school-wide. •Provides and facilitates quality training at all three tiers of PBIS: universal, secondary and tertiary. •Collects and monitors school databases to track and analyze student behavioral data including office discipline referrals, suspensions, and climate survey patterns. Facilitates discussions with the SwPBS site team

Name	Position Title	Job Duties and Responsibilities
		<p>surrounded by data patterns in the effort to improve outcomes.</p> <ul style="list-style-type: none"> •Recruits, trains and provides ongoing support to the site team.
Daniel, Antonine	Instructional Coach	<ul style="list-style-type: none"> *Assists teacher in preparation pacing for instruction in Mathematics. *Implements the full coaching cycle. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed. *Provides on-site staff development to ensure that teachers are knowledgeable about content standards and adaptive technology program components. * Provides guidance with the unpacking of standards, instructional design, content delivery systems, and progress monitoring tools to enhance student outcomes. *Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.
Widerman, Joshua	Instructional Coach	<ul style="list-style-type: none"> *Assists teacher in preparation pacing for Literacy instruction. *Implements the full coaching cycle. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed. *Provides on-site staff development to ensure that teachers are knowledgeable about content standards and adaptive technology program components. * Provides guidance with the unpacking of standards, instructional design, content delivery systems, and progress monitoring tools to enhance student outcomes. *Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.
Crespo, Ivelisse	Instructional Coach	<ul style="list-style-type: none"> *Assists teacher in preparation pacing for Literacy instruction. *Implements the full coaching cycle. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed. *Provides on-site staff development to ensure that teachers are knowledgeable about adaptive technology program components and understand the instructional design of how the program meets the

Name	Position Title	Job Duties and Responsibilities
		<p>standards (alignment).</p> <p>*Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.</p>
Cedeno, Lisette	Instructional Coach	<p>*Models and guides IB unit planning to adult learners across all disciplines.</p> <p>*Works with Social Studies teachers to improve their teaching practice through coaching, IB professional development, modeling, and collaborative planning.</p> <p>* Collaborates with instructional coaches to determine effective strategy implementation for IB lessons and units.</p> <p>*Engages teachers to develop a culture that: fosters IB professional learning communities. Promotes all staff as learners acquiring and building a repertoire of skills to meet the needs of all learners.</p> <p>*Creates unit plans focused on data analysis and instructional best practices.</p> <p>* Assist teachers with IB/AVID lesson studies planning, reflection, collaboration, professional growth plan alignment, and reflective practices.</p>
Mueller, Michelle	School Counselor	<p>*Oversees MSCR programming: recruitment, budget, grades, data, and staffing.</p> <p>*Conducts individual and group counseling sessions to advise and assist students with academic and vocational development.</p> <p>*Develops and implements counseling strategies with contemporary methods of mentoring.</p> <p>*Consults and collaborates with teachers, staff, parents, and community entities for the purpose of understanding and meeting the needs of students at various tier levels during SBT or child study meetings.</p> <p>*Completes student evaluations, analyzes results, and provides purposeful feedback to various stakeholders to meet the diverse behavioral and mental health needs of students.</p> <p>*Collects, interprets, and analyzes student-related data and uses 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> <p>*Works with students in individual, small group, and classroom settings.</p> <p>*School Advisory Committee- Administrative Lead.</p>
McWatt, Debra	School Counselor	<p>*Oversees SBT/504 caseload.</p> <p>*Conducts individual and group counseling sessions to advise and assist students with academic and vocational development.</p> <p>*Develops and implements counseling strategies with contemporary methods of mentoring.</p> <p>*Consults and collaborates with teachers, staff, parents and community entities to understand and meet the needs of students at various tier levels</p>

Name	Position Title	Job Duties and Responsibilities
		<p>during SBT or child study meetings.</p> <p>*Completes student evaluations, analyzes results, and provides purposeful feedback to various stakeholders to meet the diverse behavioral and mental health needs of students.</p> <p>*Collects, interprets, and analyzes student-related data and uses data for program development, individual student planning, and college/career development.</p> <p>*Provides information/resources and referrals and consultation to teachers, families and community agencies and organizations.</p>
Gladwin, Natalia	ELL Compliance Specialist	<p>The ESOL contact will actively take part in the SBT meetings. This will include reviewing student referrals, analyzing individual student data, and problem-solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.</p>
Garcia-Sotero, Nahyr	Other	<p>The ESE contact will lead child study team meetings and actively participate in the SBT meetings. This will include reviewing student IEPs, education plans, FBAs, BIPs, referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention in direct instruction and inclusive settings. Monitoring and supervision will be conducted frequently with ESE case managers, support facilitators, BIA and paraprofessionals to ensure that positive student outcomes are accomplished.</p>

Demographic Information

Principal start date

Wednesday 1/4/2012, James Thomas

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

3

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.*

15

Total number of teacher positions allocated to the school

86

Total number of students enrolled at the school

1,063

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

13

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

11

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	299	362	399	0	0	0	0	1060	
Attendance below 90 percent	0	0	0	0	0	0	75	29	37	0	0	0	0	141	
One or more suspensions	0	0	0	0	0	0	6	3	6	0	0	0	0	15	
Course failure in ELA	0	0	0	0	0	0	2	48	48	0	0	0	0	98	
Course failure in Math	0	0	0	0	0	0	2	51	101	0	0	0	0	154	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	118	121	123	0	0	0	0	362	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	121	108	92	0	0	0	0	321	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	93	98	96	0	0	0	0	287	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	250	290	202	0	0	0	0	742	
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	214	241	153	0	0	0	0	608	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	121	50	78	0	0	0	0	249	

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	2	3	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	5	1	1	0	0	0	0	7

Date this data was collected or last updated

Monday 9/13/2021

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	118	80	115	0	0	0	0	313

The number of students identified as retainees:

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	118	80	115	0	0	0	0	313

The number of students identified as retainees:

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

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				45%	58%	54%	49%	56%	53%
ELA Learning Gains				45%	56%	54%	52%	57%	54%
ELA Lowest 25th Percentile				35%	49%	47%	44%	49%	47%
Math Achievement				50%	62%	58%	51%	61%	58%
Math Learning Gains				47%	60%	57%	54%	61%	57%
Math Lowest 25th Percentile				45%	53%	51%	49%	54%	51%
Science Achievement				39%	52%	51%	44%	55%	52%
Social Studies Achievement				64%	75%	72%	64%	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	40%	58%	-18%	54%	-14%
Cohort Comparison						
07	2021					
	2019	44%	53%	-9%	52%	-8%
Cohort Comparison		-40%				
08	2021					
	2019	45%	58%	-13%	56%	-11%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	38%	60%	-22%	55%	-17%
Cohort Comparison						
07	2021					
	2019	32%	35%	-3%	54%	-22%
Cohort Comparison		-38%				
08	2021					
	2019	55%	64%	-9%	46%	9%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	36%	51%	-15%	48%	-12%
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	60%	72%	-12%	71%	-11%
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	82%	64%	18%	61%	21%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student formative performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. FSQs, NGSQs and Unit Standardized Assessments (USAs) reports will be monitored and support student learning to give teachers data on how well the students have mastered the standard. The information obtained from these reports supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.6	22.2	20.9
	Economically Disadvantaged	39.1	18.4	16.7
	Students With Disabilities	17.3	6.0	6.1
	English Language Learners	14.7	1.8	0.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.5	28.9	31.3
	Economically Disadvantaged	32.2	24.1	25.8
	Students With Disabilities	19.0	6.5	6.3
	English Language Learners	12.0	8.1	8.5

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.6	29.4	27.8
	Economically Disadvantaged	30.2	25.8	24.1
	Students With Disabilities	12.1	7.7	7.2
	English Language Learners	8.8	2.9	4.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.0	31.0	22.9
	Economically Disadvantaged	28.9	27.9	19.0
	Students With Disabilities	22.8	17.8	4.9
	English Language Learners	16.7	15.1	5.3
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.9	50.8	50.7
	Economically Disadvantaged	45.2	47.3	47.4
	Students With Disabilities	26.8	32.5	32.9
	English Language Learners	21.4	29.2	21.6

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59.4	57.1	50.7
	Economically Disadvantaged	55.7	54.2	47.2
	Students With Disabilities	15.6	21.7	21.2
	English Language Learners	12.8	20.7	15.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.1	43.3	42.5
	Economically Disadvantaged	27.5	39.9	37.9
	Students With Disabilities	6.1	17.0	13.2
	English Language Learners	17.1	15.5	18.8
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	62.2	58.6	57.5
	Economically Disadvantaged	58.6	55.0	54.3
	Students With Disabilities	26.7	27.8	33.3
	English Language Learners	30.9	28.6	30.8

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	17	27	26	20	28	26	15	26			
ELL	28	29	24	25	23	27	16	37	37		
BLK	28	35	28	26	24	21	28	39	47		
HSP	39	35	23	35	31	26	34	45	54		
MUL	40	30		30	30						
WHT	56	44	41	54	45	52	45	72	67		
FRL	36	33	24	32	29	28	30	45	54		
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						

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	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		

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	38
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	377
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	29

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	31
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	36
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	33
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	53
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	35
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?

ELA FSA Historical Trend data:

SY18: 49%; SY19:45%; SY20: No FSA; SY21:37%

SY21 ELA Winter diagnostic results

Grade 6 30%; Grade 7 27%; Grade 8 42%

vs.

SY21 ELA FSA results show:

Grade 6 35%; Grade 7 33%; Grade 8 43%

Math Historical Trend data:

SY18: 49%; SY19: 45%; SY20: No FSA; SY21:29%

SY21 Math Winter diagnostic results:

Grade 6 39%; Grade 7 38%; Grade 8 54%

vs.

SY21 Math FSA results show:

Grade 6 24%; Grade 7 12%; Grade 8 42%

Based on data trends our focus will be to diminish course failures, increase learning gains and achievement. Our data shows that a focus on Literacy and Mathematics, which includes remediation of standards, foundational skills, scaffolding instruction that meets full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; SWD, Black/African American, and ELL students; who will receive strategically targeted support through various modes of instruction, including technology, small groups, tutorials, data chats, and student monitoring. We are dedicated to addressing skill deficits and standard acquisition so our students are successful.

Our in-school and after-school tutorial programs will be offered across all disciplines. All administrators and department leaders will monitor student participation and success for their grade level and content area. Develop innovative methods to increase participation rate within their content area. We adjusted schedules to ensure that we provide flexible times were offered with extended learning opportunities to maximize student participation.

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

Based on this data trend our focus will be to increase learning gains and achievement for 6th grade - 8th grade in Literacy and Mathematics, in addition to our ESSA identified subgroups: SWD, Black/ African American, and ELL across all disciplines. All stakeholders will focus on decreasing learning

loss and gaps of knowledge within all content areas through strategic rigorous standards-based instruction using the three Core Actions (reading text, talking about the text, and completing a task around the text/standard). Systematic instruction in Math, on strategies to help students integrate new information with learned concepts. Professional development opportunities include in-school coaching opportunities, district support/training, and independent study.

Two areas of concern are the number of level 1 students on the statewide assessment and the number of students with course failures in ELA and Math. Our focus is to diminish course failure and increase learning gains and achievement through targeted support, tutorials, and supplemental programs. Targeted support will be provided for all struggling learners with a focus on our Black/African American, ELL, and SWD students.

In addition, we will monitor student attendance rates. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. We will target students with excessive absenteeism through SBT. We will implement our district's initiative and setting up plans for students that are missing over 10% of school days. We will provide student recognition and incentives towards students with 100% attendance each quarter.

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

Implementing with fidelity instruction to the level of rigor demanded by the Florida Standards and assessments.

Lack of student engagement can impede student learning in a blended learning format. Parents are unfamiliar with resources and strategies available to assist students at home in taking classes virtually because of COVID-19.

Teachers will meet in professional learning communities to develop an understanding of the cognitive demands of the standards and plan appropriate lessons. Developing the capacity of content area teachers establishes a routine and expectation of instructional rigor in every classroom.

Implementation of a school-wide reading and writing strategy to be infused across all disciplines. Leadership and instructional coaches will collaboratively plan to review classroom walkthrough data, deliberate coaching, modeling, and guided instructional expectations needs. Teachers will develop higher-order questions (DOK 2-3) as outlined in the item specifications. Analyze district-created formative assessment data (FSQ and USA) and daily classroom-embedded formative assessment data (such as exit slip) to plan instruction to meet student differentiated learning needs. Students will be able to participate in interactive lessons with the use of online subscriptions such as Pear Deck and NearPod. Data analysis on Performance Matters test platform. Student Data Chats with administrators, teachers, and parents; Teacher Data Chats with administration and parents.

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

Seventh-grade Mathematics increased by 13% points. Seventh-grade Algebra student performance was at 100% proficiency. Seventh-grade Civics and ELA remained constant in student performance displayed no decline. This increase in performance is the result of strategic common planning, data-driven PLCs, focused notes, implementation of math strategies with fidelity, targeted pull-outs during the school day, after-school tutorials, and Saturday Math boot camps. The instructors within this grade level would plan together on their own in addition to ensure student success within our grade level.

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

Implementation of data-driven common planning aligned to the rigor of the Florida standards to target instruction to meet student differentiated needs and accelerate all students to grade-level proficiency. Use of various modalities and IB/AVID strategies focused on note-taking, (interactive student response system programs, student whiteboards, brainstorm carousel, etc...) to increase and monitor student engagement.

Teacher and Student Data chat completed after formative assessment administration.

Implementation with fidelity of schoolwide literacy strategy for Reading and Writing. A problem-solving strategy for Mathematics. Ongoing IB unit/ lesson planning support. Ongoing AVID strategies PD support across all disciplines. Continue data-driven common planning sessions, integration of various modalities to keep student engagement high and timely data chats with student action plans.

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

IB and AVID PLC/PD on IB unit planning/lessons and AVID high yield strategies to maximize student outcomes. Use of various modalities and IB/AVID strategies focused on note-taking, (interactive student response system programs, student whiteboards, brainstorm carousel, etc...) to increase and monitor student engagement.

Implementation of differentiated groups with fidelity across content areas.

Implementation of adaptive technology programs to provide supplemental instruction at students' independent level. Ongoing student-teacher data chats based on informal (observation) and formal (FSQs, NGSQs, and USA). Teacher Data Chats with administration and parents. Project-based learning opportunities to solve problems, work cooperatively, experiment, and explore. Hands-on learning connects theory and practice while reinforcing practical applications.

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.

Performance Matters Platform: monitoring student assessment completion, student achievement analysis in real-time during the assessment, timely data feedback with student action plan development. Instructional leaders conducting teacher Data Chats with administration support to develop action plans for remediation and acceleration. Adaptive technology programs: monitoring student assignment completion in real-time, conducting data chats during this portion of the block, and celebrating student accomplishments. Instructional leaders conducting teacher Data Chats with administration support to develop action plans for remediation and acceleration. IB and AVID PLC/PD on IB unit planning/lessons and AVID high yield strategies to maximize student outcomes.

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

If we focus on a positive impact on learning gains by ensuring standards-based instruction and effective use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Implementing with fidelity instruction to the level of rigor demanded by the Florida Standards and assessments. Implementation of data-driven common planning aligned to the rigor of the Florida standards to target instruction to meet student differentiated needs and accelerate all students to grade-level proficiency. Teacher and Student Data chat completed after formative assessment with administration. Building teacher capacity with IB unit planning and implementation of AVID strategies with fidelity. Extended learning opportunities offered during school, after school, and Saturdays to target various groups in need of remediation and acceleration. SwPBS initiatives (morning rituals and Blue Marlin Meets) to address student social and emotional learning. To assist with the reduction of suspensions and office discipline referrals. Parent workshops to keep all school community stakeholders informed on student task demands on statewide assessments.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

If we Implement with fidelity instruction to the level of rigor demanded by the Florida Standards and assessments, student achievement will increase across all grade levels and subgroups. This will ensure progress towards the alignment to our District Strategic Plan, Theme 1: Goal 1 - Overall Academic Proficiency and Goal 3, College & Career Readiness.

Our ELA performance with our lowest 25% and overall learning gains were the lowest-performing areas when conducting a comparison analysis of FSA scores from SY19 with the results from SY18. The ELA school-wide learning gains displayed a decrease of 7%, and the learning gains of the ELA low 25% decreased by 9%. ESSA subgroups show the following performance in learning gains in ELA within the past two years. SWD shows a decline of 5-6%, the Black subgroup has demonstrated a decline of 8-10%, and our ELL lowest 25% display a decrease of 6%.

Area of Focus Description and Rationale:

Our Math performance with our lowest 25% and overall learning gains were a low-performing area through a comparative analysis of FSA scores from SY19 with the results from SY18. The Math school-wide learning gains displayed a decrease of 7%, and the learning gains of the Math low 25% decreased by 4%. ESSA subgroups demonstrate the following performance in learning gains in Math within the past two years. SWD lowest 25% shows a decline of 4%, the Black subgroup has demonstrated a decline of 7%, and our ELL displays a decrease of 5%.

SY19 Science performance results compared to SY18 display 32%, a decrease of 5%. The Black subgroup has showed a decline of 14%, and our Hispanic subgroup displays a decrease of 12%.

SY19 Civics performance results compared to SY18 remained constant at 64%. The Black subgroup has displayed a decline of 3%, and our ELL displays a decrease of 5%.

We will increase the overall percentage of student achievement and learning gains by 5% on the SY22 ELA FSA, this will display a percentage of 49% in student achievement, 50% in learning gains, and 40% in L25% learning gains. Also, our ESSA subgroups: SWD, Black, and ELL will show an increase of 5% in achievement, learning gains, and L25% learning gains.

Measurable Outcome:

SY22 Math FSA will display an increase of 5% across all accountability cells resulting in a percentage of 55% student achievement, 52% in learning gains, and 50% in L25% learning gains. Also, our ESSA subgroups: Black, ELL, and SWD will show an increase of 5% in achievement, learning gains, and L25% learning gains.

Increase Science performance results by 5% in student achievement and within ESSA Black subgroup and our Hispanic subgroup.

Increase Civics performance results by 5% in student achievement and within ESSA Black subgroup and our ELL subgroup.

Monitoring:

Our focus this year is on introducing the concept of student progress monitoring and stressing the importance of responding with a change in instruction if necessary, building teacher capacity to understand its importance and help school personnel secure resources and professional development needed to effectively use student progress monitoring tools to make informed decisions.

By embedding student progress monitoring within the context of a school that uses data to make instructional decisions and by establishing collaborative structures that allow teachers to talk about the impact of instruction on student learning, we will help to ensure that our school is using effective strategies to meet all student needs in a timely manner.

At CMS Middle various stakeholders will assist with the monitoring system: review of Google classrooms, lesson plans, data analysis, classroom walks, student binder reviews, student attendance, data chats, formal observations, professional learning communities attendance/participation, all formative/summative assessments, and technology.

Person responsible for monitoring outcome:

Oscar Otero (oscar.otero@palmbeachschools.org)

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

1. Instructional coaches facilitate collaborative planning team sessions. Teachers analyze standards, item specifications, instructional pacing calendar, and formative assessment timeframes consistently during PLCs. IB coach and AVID coordinator will assist with creative ways to integrate IB and AVID strategies within the unit plan.
2. Students that take part in tutoring programs have shown an increase in student achievement based on the most recent data from standardized assessments.
3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs are used with fidelity. The Reading Plus program and infusion of Study Island, are effective tools that enable teachers to differentiate instruction based on student's specific areas of need.
4. PLC's/PD's allow teachers and leaders an opportunity to collaborate, analyze data, and decide to improve student achievement and progress.
5. Build a strong school community through SwPBS SEL signature practices, daily morning rituals and Blue Marlin Meets.

Action Steps to Implement

1. Instructional Support Team to improve academic achievement through Standards-Based Planning:

*Two Instructional coaches one staff development resource teacher will implement the coaching cycle to build teachers' capacity with the gradual release model, provide small group instruction, and differentiated instruction.

*The school will employ three AVID instructional tutors to work with students to improve academic performance in ELA and Mathematics.

*School leadership and instructional coaches will monitor lesson plans, formative data, conduct walk-throughs during the instructional block, and provide timely, actionable feedback.

*Resource teachers will analyze student data to determine target groups. Plan differentiated lessons/activities based on student needs in specific content areas. Resource teachers will create small group rotational cycles to ensure all ESSA subgroups are included and supported (SWDs, Black/African Americans, and ELLs).

*Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

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

2. Tutorials:

* Analyze student data to determine students for tutorial groups and the support necessary. Instructional coaches will identify students that are classified and ESSA identified subgroups: Black, ELL, and SWD to ensure they receive targeted support.

*Analyze teacher classroom data to determine who will be tutors.

*Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

*Strategic research-based supplemental materials and resources will be implemented during tutorials.

*Formative assessments will be continuously monitored to ensure instruction targets student needs.

*Students will receive academic support with standards-based assignments.

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

3. Supplemental Programs:

Students will be assigned remedial and enrichment assignments through digital and blended learning platforms; Study Island program will focus on building content knowledge in Science and Civics. Flocabulary and Reading Plus to assist our students with vocabulary, fluency, and comprehension. IXL to build fluency with math concepts, interactive questions, and response mechanisms.

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

4. PLCs and PD Sessions:

a. Teachers will attend AVID summer institute for their content strands to infuse research-based instructional strategies effectively in their classrooms.

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.

d. Instructional coaches will build professional learning opportunities for AVID strategies and adaptive

technology programs.

e. The instructional staff will be paid for 50 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.

g. Project Connect Specialist and SWPBS coordinator provide SEL school-wide training and support throughout the school year.

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

5. School-wide Positive Behavior Support (SW-PBS)

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

*Teachers implement morning rituals and Blue Marlin Meets with their students daily focused on SEL competencies. The goal is to build students' emotional learning and well-being during this year of uncertainty.

*Character-development program (required K-12) is addressed through our guidance program and across all disciplines: patriotism; responsibility; citizenship; kindness; respect for authority and friendship.

*As an IB and AVID demonstration school, we support students with the development of college and career readiness skills. We focus on the development of academic habits: organization, study skills, communication, and self-advocacy.

Person Responsible Oscar Otero (oscar.otero@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.

When looking at SafeSchoolsforAlex.org we see our school ranks 192 out of 553, Low when compared to all middle/junior schools statewide. We reported 2.3 incidents per 100 students. This rating was for a total enrollment of 1,208, with 28 incidents for the 2019-2020 school year. When looking at the ranking details the incidents rated high are property incidents. Our issues fall under Fighting and Physical attacks, 19 incidents.

We had one property incident and ranked Low for Drug/Public Order incidents 163/553 for the State and 7/36 for the County. The incidents we ranked for are Tobacco, Disruption on Campus, Other Major Offenses, and Weapons Possession. Our total reported suspension ranked very low. We had less than 10 in-school suspensions and 107 out-of-school suspensions in 2019-2020.

To support our CMS students and make an impact on incidents we will continue to integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via the student handbook, Morning Rituals, Blue Marlin Meets, monitoring SwPBS through data, AVID strategies, lessons, and resources. Conniston will provide mentoring to targeted groups of students to support and foster positive relationships with all. In the International Baccalaureate program, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced and reflective individuals. We have initiated a new School-Wide Comprehensive Discipline Prevention Plan to decrease the number of out-of-school suspensions and provide an alternative solution to address student behavior needs. This is executed through daily SEL morning rituals, afternoon Blue Marlin Meets, and reflection assignments when necessary.

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.

Conniston Middle School integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid-friendly Blue Marlin videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

CMS continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through SwPBS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

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

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have an SBHP. The school resource officer is on campus to monitor and assist with keeping a safe, orderly environment.

Conniston Middle School adopts and promotes a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success, Single School Culture Student Expectation Scripts, Grade Level Assemblies, SwPBS, Family Workshops and ELL Parent University events, and SAC meetings. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse.

English language learning technology (Rosetta Stone) will also be available for interested families for use on-site and at home. Additional resources (e.g school supplies and clothing) will be distributed by our School Counselors.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our School Counselors and Graduation Coach work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

In SY22, we will incorporate a Wellness Room, school-wide morning rituals and mid-day blue Marlin Meets where teachers and students will have the opportunity to relieve stress and learn strategies to support social/emotional concerns. Both stakeholders will participate and learn SEL strategies during this time frame to build effective relationships and class community.

Single school culture (Academics, Behavior, Climate) Academics:
Collaborative Planning Communities (PLCs) occur every week per grade level. Grade level teachers meet with academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based lessons and units of study. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas.

CMS implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to Diagnostics, Performance Matters Assessments, Florida Standards Assessments, Reading Plus, district diagnostics, and adaptive technology reports. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

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

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs.

Assistant Principals: Can positively influence their school culture with strategies that encourage collaboration between all stakeholders.

School Counselor: Supports a positive culture and environment through the lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselors ensure students feel safe, welcome and included.

SwPBS Coordinator & Project Connect Specialist - Promote SEL signature practices through professional development. Build teacher and student capacity with daily SEL strategies through school-wide SEL morning rituals and Blue Marlin Meets.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. To ensure all students have equitable and equal opportunities to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have at the time. Tier 3: Intensive, Individualized Prevention (Few) focuses on strategically targeted interventions and replacement skills to improve student outcomes.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: 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:

a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. 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.

b) 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.

c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

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.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00