

The School District of Palm Beach County

Conniston Middle School



2022-23 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: 7/27/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (50%) 2018-19: C (50%) 2017-18: B (54%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Conniston Middle School

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Thomas, James	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. 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. *Creates professional development opportunities, related to evidence of student learning, data analysis, instructional best practices, lesson studies with reflection, collaborative team planning, professional growth plan implementation, and reflective practices. *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.
Gatlin, Derwin	Assistant Principal	<ul style="list-style-type: none"> *Principal Designee *Administrator lead for Mathematics, Social Studies, and ESE department, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *Unit Assessments/Gap testing/Cycles *Implement data-driven instructional practices and lead discussions about student performance. * Participate in department PLCs *Oversee routine facilities maintenance. *Transportation *Textbook Inventory *Oversees Picture bids and processes. *Lunch Duty *Ensures that the learning environment and classroom instruction maximizes student learning. *Works with teachers to constantly assess, reflect and plan remediation or acceleration activities to improve student achievement results. *Works collaboratively with the team to determine areas of strengths and

Name	Position Title	Job Duties and Responsibilities
		<p>opportunities. Review action plans developed to remediate or accelerate student learning for approaching units or cumulative reviews.</p> <p>*Ensures that the safety and security of all students, staff, visitors and public and property is a priority.</p>
Reyes, Michelle	Assistant Principal	<p>*Administrator lead for the Science and Spanish Department, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</p> <p>*Unit Assessments/Gap testing/Cycles - Science and Spanish.</p> <p>*Participate in department PLCs</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, parent communication, and parent workshops.</p> <p>*Ensure compliance with Title I federal funding sources: orders, surveys, subscriptions, and instructional support evidence.</p> <p>*Oversee School-Wide Tutorial Programming: data analysis, scheduling, staffing, supplemental materials, student programs, and payroll sheets.</p> <p>* Facilitates school-wide school-improvement planning and Title I comprehensive needs assessments.</p> <p>*Lunch Duty</p> <p>*Ensure 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>*Ensure learning environment and classroom instruction maximize student learning.</p> <p>*Works with teachers to constantly assess and improve student achievement results.</p> <p>*Works collaboratively with the team to determine areas of strengths and opportunities. Review action plans developed to remediate or accelerate student learning for approaching units or cumulative reviews.</p> <p>*Ensures the safety and security of all students, staff, visitors, and public and property.</p>
Machado, Jeanette	Assistant Principal	<p>*Administrator lead for English Language Arts, Reading, and ESOL 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> <p>*Oversees school-wide master schedule with school counselors.</p> <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>*Oversee School-Wide Testing processes.</p> <p>*Lunch Duty</p> <p>*Collaborate with PYP, MYP, and DP coordinators within the district to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>ensure a successful IB program continuum.</p> <ul style="list-style-type: none"> *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. *Ensure learning environment and classroom instruction maximize student learning. *Works with teachers to constantly assess and improve student achievement results. *Works collaboratively with the team to determine areas of strengths and opportunities. Review action plans developed to remediate or accelerate student learning for approaching units or cumulative reviews. *Ensures the safety and security of all students, staff, visitors, and public and property.
Widerman, Joshua	Instructional Coach	<p>Literacy Coach/Resource Teacher</p> <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 standards (alignment). *Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.
Fasone, Eric	Administrative Support	<p>Learning Team Facilitator:</p> <ul style="list-style-type: none"> *Oversees School-Wide Positive Behavior Support initiatives. Facilitates monthly SwPBS team meetings. *Provides and facilitates quality training at all three tiers of PBIS: universal, secondary, and tertiary. *Collects and monitors school database to track and analyze student behavioral data including office discipline referrals, suspensions, and climate survey patterns. Facilitates discussions with the SwPBS site team surrounded by data patterns in an effort to improve outcomes. *Monitors school-wide data across all disciplines from formative and summative assessments. Maintains an e-data spreadsheet to progress monitor participation and performance rate. Collaborates and updates the school leadership team on data trends and areas in need of improvement. *Meets and collaborates with instructional coaches and administrators to review data and determine essential strategies that can strategically target areas of weakness and review for school-wide tutorials.

Name	Position Title	Job Duties and Responsibilities
Gladwin, Natalia	ELL Compliance Specialist	<p>ESOL Coordinator</p> <ul style="list-style-type: none"> * Complete ESOL: ELLevation and Curriculum training and other required professional learning and WIDA assessment tools. *Coordinate and/or administer initial placement and progress monitoring assessments. *Attend all ESOL Contact meetings and disseminate information and correspondence received from the Bilingual/ESOL Department regarding ESOL Program curriculum and compliance to appropriate personnel. *Coordinate and convene the ELL Committee as needed and send notifications to invite parents and other appropriate personnel. *Complete, maintain, and update the English Language Learner Plan (ELL) with all appropriate supporting documentation, and collaborate with designated staff to complete and document the programmatic assessment and academic placement information in each ELL Folder. *The ESOL contact will actively participate 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.
Mueller, Michelle	School Counselor	<ul style="list-style-type: none"> * Oversees MSCR programming: recruitment, budget, grades, data, and staffing. *Conducts individual and group counseling sessions to advise and assist students with academic and vocational development. *Develops and implements counseling strategies with contemporary methods of mentoring. *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. *Completes student evaluations, analyzes results, and provides purposeful feedback to various stakeholders to meet the diverse behavioral and mental health needs of students. *Collects, interprets, and analyzes student-related data and uses data for program development, individual student planning, and career development. *Provide information/resources and referrals and consultation to teachers, families, and community agencies and organizations. *Works with students in individual, small group, and classroom settings. *School Advisory Committee- Administrative Lead.
McWatt, Debra	School Counselor	<ul style="list-style-type: none"> *Oversees SBT/504 caseload. *Conducts individual and group counseling sessions to advise and assist students with academic and vocational development. *Develops and implements counseling strategies with contemporary methods of mentoring. *Consults and collaborates with teachers, staff, parents, and community

Name	Position Title	Job Duties and Responsibilities
		<p>entities to understand and meet 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 college/career development.</p> <p>*Provides information/resources and referrals and consultation to teachers, families, and community agencies and organizations.</p>
Majava, Rebekah	Magnet Coordinator	<p>IB/AVID Site Coordinator/Social Studies DIL</p> <p>*Work with Social Studies teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</p> <p>*Initiate professional training programs that will enable the teaching staff to successfully introduce and develop the IB programs in their classroom successfully; the training will include professional learning communities, interdisciplinary unit development, and current pedagogy and assessment practices.</p> <p>*Provide instructional leadership to individual teachers through mentoring, peer support, goal evaluations, and team-teaching opportunities.</p> <p>*Ensure MYP requirements are met by developing interdisciplinary units, syllabus outlines, scope and sequence (pacing) documentation, community project frameworks and assessment documentation.</p> <p>*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.</p> <p>*Recruits content area teachers to be trained in AVID methodologies. 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> <p>*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.</p> <p>*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>
Argain, Ivette	Dean	<p>TOSA</p> <p>*Oversee day-to-day disciplinary issues in the Middle School, working closely with faculty and staff to ensure compliance with school policies.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>*Communicate clearly and in a timely fashion, both verbally and in writing, with students, parents, and appropriate school staff regarding any disciplinary event or consequence.</p> <p>*Oversee detentions, including the assignment of detention, recording of detention, issuing of detention assignments, and follow-up meetings with students.</p> <p>*Keep accurate records regarding disciplinary infractions and consequences.</p>
Tailor, Chyna	Math Coach	<p>Math Resource Teacher</p> <p>*Assists teacher in preparation pacing for instruction in Mathematics.</p> <p>*Implements the full coaching cycle. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.</p> <p>*Provides on-site staff development to ensure that teachers are knowledgeable about adaptive technology program components and understand the instructional design of how the program meets the standards (alignment).</p> <p>*Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.</p>
Crespo, Ivelisse	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 7/27/2022, James Thomas

Number of teachers with a 2022 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 2022 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.*

16

Total number of teacher positions allocated to the school

84

Total number of students enrolled at the school

1,071

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	364	325	381	0	0	0	0	1070
Attendance below 90 percent	0	0	0	0	0	0	91	68	97	0	0	0	0	256
One or more suspensions	0	0	0	0	0	0	27	39	66	0	0	0	0	132
Course failure in ELA	0	0	0	0	0	0	27	16	30	0	0	0	0	73
Course failure in Math	0	0	0	0	0	0	8	72	122	0	0	0	0	202
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	99	88	133	0	0	0	0	320
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	145	109	141	0	0	0	0	395
Number of students with a substantial reading deficiency	0	0	0	0	0	0	100	88	133	0	0	0	0	321

Using the table above, complete the table below with the number of students by current grade level who have 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	161	98	151	0	0	0	0	410

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	1	2	0	0	0	0	5

Date this data was collected or last updated

Friday 9/16/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	53%	50%				45%	58%	54%
ELA Learning Gains	48%						45%	56%	54%
ELA Lowest 25th Percentile	37%						35%	49%	47%
Math Achievement	44%	35%	36%				50%	62%	58%
Math Learning Gains	58%						47%	60%	57%
Math Lowest 25th Percentile	57%						45%	53%	51%
Science Achievement	37%	56%	53%				39%	52%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	58%	64%	58%				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	2022					
	2019	40%	58%	-18%	54%	-14%
Cohort Comparison						
07	2022					
	2019	44%	53%	-9%	52%	-8%
Cohort Comparison		-40%				
08	2022					
	2019	45%	58%	-13%	56%	-11%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	60%	-22%	55%	-17%
Cohort Comparison						
07	2022					
	2019	32%	35%	-3%	54%	-22%
Cohort Comparison		-38%				
08	2022					
	2019	55%	64%	-9%	46%	9%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	36%	51%	-15%	48%	-12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	72%	-12%	71%	-11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	64%	18%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	42	43	21	43	47	14	43			
ELL	25	43	39	29	53	55	15	42	52		
BLK	26	43	43	33	51	59	22	44	62		
HSP	39	47	38	43	59	58	35	58	66		
MUL	36			40							
WHT	63	58	20	59	60	56	61	71	79		
FRL	38	46	38	40	56	57	33	55	64		
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			

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
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						
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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%; SY22:41%

SY22 ELA FSA data

Grade 6 - 46%; Grade 7 - 33%; Grade 8 - 37%

vs. Winter Diag.

Grade 6 - 50%; Grade 7 - 48%; Grade 8 - 46%

Math FSA Historical Trend data:

SY18: 51%; SY19: 50%; SY20: No FSA; SY21:29%; SY22:44%

SY22 Math FSA data:

Grade 6 - 35%; Grade 7 - 15%; Grade 8 - 45%; Algebra - 90%

vs. Winter Diag.

Grade 6 - 31%; Grade 7 - 26%; Grade 8 - 32%; Alg. Midterm - 62%; Geo. - 79%

Science Historical Trend data:

SY18: 44%; SY19: 39%; SY20: No FSA; SY21: 32%; SY22:37%

vs. Winter Diag.

Grade 8 - 36%

Civics Historical Trend data:

SY18: 64%; SY19: 64%; SY20: No FSA; SY21: 45%; SY22: 58%

vs. Winter Diag.

Grade 7 - 49%

ESSA Subgroups: SWD subgroup improved in all cells ELA and Mathematics. The multi-racial subgroup displays a decrease of 4% in ELA.

Based on data trends our focus will be to diminish course failures, increase achievement and maintain a 5% or in learning gains. Our data shows a focus on Literacy and Mathematics, which includes strategic, targeted support through various modes of instruction, including technology, tutorials, small groups, data chats, and student monitoring. We will specifically focus on our ESSA-identified subgroups; SWD and Multiracial and continue to monitor our ELL and Black/African American subgroups for sustainable improved outcomes.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on this data trend comparison from SY19 and SY22 our focus will be to increase achievement for 6th grade - 8th grade in Literacy and Mathematics, in addition to our ESSA identified subgroups: SWD and Multi-racial students 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, achievement and sustain learning gains growth through targeted support, tutorials, and supplemental programs. Targeted support will be provided for all struggling learners with a focus on our Multi-racial and SWD subgroups.

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 set up plans for students that are missing over 10% of school days. We will provide student recognition and incentives for 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. Parent participation decreased last school year. This year we will have flexible time frames and formats to assist with this area of need.

Teachers will meet in professional learning communities to develop an understanding of the cognitive demands of the B.E.S.T. 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 AVID 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 new 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 the Performance Matters test platform. Student Data Chats with administrators, teachers, and parents; Teacher Data Chats with administration and parents.

Students will receive strategically targeted support through various modes of instruction, including technology, small groups, push-ins, pull-outs, afterschool tutorials, data chats, and student monitoring.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the data comparison of SY19 and SY22, Algebra student performance was at 90% proficiency, an increase of 8%. In ELA, Sixth-grade displayed an increase of 6%. Learning gains improved by 3% and 2% with L25%. Mathematics displayed an improvement in learning gains by 11% and a 12% increase with our L25%. This increase in performance is the result of strategic common planning, data-driven PLCs, focused notes, implementation of math strategies, targeted pull-outs during the school day, after-school tutorials, and Saturday Math boot camps. Instructors developed remediation action plans and implemented them with fidelity to ensure student success.

Based on the ELA data comparison from SY19 and SY22, Seventh-grade decreased by 11% and eighth-grade displayed a decline of 8%. In Mathematics, sixth grade decreased by 3%, seventh-grade declined by 11% and eighth grade by 8%. Civics performance was 58%, decrease of 6%. Science performance was at 37%, decline of 2%.

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.

Students enrolled in EOC math courses will receive strategic support through pull-outs, after-school or Saturday Bootcamps.

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>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 are of focus has a direct alignment with our District Strategic Plan, Theme A-Goal 3: Academic Excellence and Growth. Our instructional priority is to plan, prepare, deliver, concepts, content, or skills that align with the benchmark/standard and intended learning goal.</p> <p>Our ELA performance with our lowest 25% and overall learning gains were the areas of most improvement. The learning gains comparative analysis from SY19 and SY22 display an increase of 3% and a 2% increase in learning gains with our L25%. Achievement displayed a decline of 4%. ESSA subgroups show the following performance: The SWD subgroup has shown a decline of 5%, Multi-racial subgroup 41% and our ELL subgroup displays a decrease of 5%.</p> <p>Our Math performance with our lowest 25% and overall learning gains were the areas of most improvement. The learning gains for L25% comparative analysis from SY19 and SY22 display an increase of 12% and 11% in learning gains. Achievement displayed a decline of 6%. The SWD subgroup has shown a decline of 12%, the Multi-racial subgroup 45% and our ELL subgroup displays a decrease of 7%.</p> <p>Our second instructional priority is to ensure instructional practices will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Ensuring teachers receive adequate IB, AVID, and content training and support for great instruction, data analysis, and student monitoring will lead to positive learning gains and improvement. This will ensure that we attain our SY23 school improvement goals.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Student Learning Outcome:</p> <p>By February 2023, we will increase the overall percentage of students making learning gains on the ELA and Math Progress Monitoring #2 assessment in comparison to PM1 by 5%. Additionally, we will display an increase of 5% in LG with our L25%. By May 2023, CMS school will increase student achievement and learning gains by 5% in ELA and Math.</p> <p>Our ESSA SWD and multi-racial subgroups will increase their performance on PM#3 by 5% in comparison to previous school year's performance.</p> <p>Teacher Practice Outcome:</p> <p>By February of 2023, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction. to ensure students can independently work on tasks to demonstrate mastery of the standard.</p> <p>By May 2023, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, to ensure students can independently work on tasks to demonstrate mastery of the standard.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for</p>	<p>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Plan, Do, Check, Act. Monitoring is a very important step towards student achievement and school improvement.</p>

the desired outcome.

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

Person responsible for monitoring outcome:

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

James Thomas (james.thomas@palmbeachschools.org)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

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. Standards-Based tutoring programs will be offered to targeted students and ESSA subgroups to ensure learning is supplemented with additional resources and teacher support.
3. Adaptive technology programs (IXL, Reading Plus, Nearpod, Gizmos) are being implemented across all disciplines to narrow gaps in 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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

1. Instructional coaches, resource teachers, and DILs 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. IXL and various adaptive technology programs have aided significantly in increasing student achievement when the programs are used with fidelity. The Reading Plus program, infusion of IXL, and Gizmos 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional Support

- *Instructional Support Team to improve academic achievement through Standards-Based Planning:
- *Our Instructional coach and one 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 and Multiracial).
- *Teachers will create unit plans and lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Person**Responsible**

James Thomas (james.thomas@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: SWD and Multiracial 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**

James Thomas (james.thomas@palmbeachschools.org)

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

Person**Responsible**

James Thomas (james.thomas@palmbeachschools.org)

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 coach and resource teacher 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 70 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 James Thomas (james.thomas@palmbeachschools.org)

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 programs (required K-12) are 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 James Thomas (james.thomas@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, 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, with 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 the matrix is evident through specific practices and students will be responsible to abide by the guides to be 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 the 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 SY23, 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 drive 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 school culture and environment.

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 instructional leadership 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 in improving 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, to encourage tolerance of diversity in a pluralistic society, and to nurture and protect 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, and 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 and 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.