

The School District of Palm Beach County

Congress Community Middle School



2022-23 Schoolwide Improvement Plan

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Congress Community Middle School

101 S CONGRESS AVE, Boynton Beach, FL 33426

<https://cgrm.palmbeachschools.org>

Demographics

Principal: Denise O'connor

Start Date for this Principal: 1/1/2013

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 (41%) 2018-19: C (43%) 2017-18: C (45%)
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	CSI
* 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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Congress Community Middle School

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<https://cgrm.palmbeachschools.org>

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	93%

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.

The mission of Congress Middle School is to develop in our capable young people the innovative minds and ethical spirits needed to contribute wisdom, compassion, and leadership in a global society. Congress Middle School Staff challenges students with a rigorous academic program to prepare all students to be College and Career Ready.

We are committed to instruct one another in the meaning and value of community and in the joy and importance of lifelong learning which will empower our students to become productive and responsible citizens.

Provide the school's vision statement.

Congress Middle Vision Statement is embedded within each department's vision.

Math

Our vision as Congress Middle School Mathematics teachers is to provide quality learning opportunities for our young developing students. We will implement interactive and stimulating lessons that allow our students to develop the skills to lead, problem solve, and succeed in and out of school. We are committed to provide a meaningful and positive learning environment that will enable growth and future success.

Reading

The Literacy Teachers at Congress Community Middle School will provide our students with a challenging, rigorous, and innovating curriculum to empower them with the ability to read and comprehend complex text. Our students will be College and Career Ready and will also be productive and responsible citizens in a competitive Society.

ELA

The Language Arts Teachers at Congress Community Middle School will facilitate the development of enthusiastic lifelong readers and writers by incorporating rigor into our curriculum. We will encourage our students to become independent higher order thinkers for their own success during school years and beyond.

Social Studies

The Social Studies Department of Congress Middle School believes that the purpose of Social Studies is to help students assume their role as responsible citizens in America's constitutional democracy and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world. Students will learn to think critically to consider all points of view, and to recognize the diversity of their nation and the global community.

Science

Our vision at Congress Middle School is to provide a caring and stimulating learning environment where students will recognize and achieve their fullest potential to prepare them for college and career.

Magnet

The Choice Programs are committed to empowering and supporting students and their families in making informed, educational decisions leading to post-secondary education and career options in order to compete in today's technology-driven, global society.

Electives

Prepare students for the real world experience, teaching the students to be responsible, accountable and adhere to the rules, and become responsible young adults by instilling dependability, responsibility and work ethic for the 21st century.

Guidance

We will teach character educators through the 6 pillars. Also, we will prepare them for college and career readiness by having a Career Day and career building activities.

ESE

The ESE Department of Congress Middle School is dedicated to meeting the holistic needs of students. This will be achieved by ensuring:

- o a safe, respectful school where the students are in the least restrictive environment
- o rigorous academics with personalized learning
- o a variety of extracurricular activities
- o that we nurture students to value themselves

All this will be accomplished while building an active partnership with all school personnel, students, parents and the community as well as maintaining open communication among all stakeholders.

It is our hope that our students will become productive citizens who can think, communicate, create and apply their learning experiences throughout their lifetime.

ESOL

Our ELL students will successfully apply learning real world applications, strategies and problem solving both independently and collaboratively.

School Leadership Team

Membership

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
O'Connor, Denise	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Hawkins, Brandon	Assistant Principal	<p>As Assistant Principal, Brandon Hawkins oversees Social Studies and Electives Departments. He supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Lee, Penni	Assistant Principal	<p>As assistant Principal, Penni Lee oversees the Language Arts and ESE Departments. She supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Moosai, Vikaash	Assistant Principal	<p>As Assistant Principal, Dr. Vikaash Moosai oversees Math and Magnet Departments. He supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and</p>

Name	Position Title	Job Duties and Responsibilities
		learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Thompson, Kareem	Assistant Principal	As assistant Principal, Dr. Kareem Thompson oversees Professional Development, Science and Reading Department along with support positions such as Media Specialist. He supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Simmons, Cameron	Other	The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (Rtl) process. He assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, he guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

Demographic Information

Principal start date

Tuesday 1/1/2013, Denise O'connor

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.*

0

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.*

4

Total number of teacher positions allocated to the school

98

Total number of students enrolled at the school

1,023

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

25

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

16

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	355	340	328	0	0	0	0	1023	
Attendance below 90 percent	0	0	0	0	0	0	95	49	54	0	0	0	0	198	
One or more suspensions	0	0	0	0	0	0	35	63	72	0	0	0	0	170	
Course failure in ELA	0	0	0	0	0	0	141	1	0	0	0	0	0	142	
Course failure in Math	0	0	0	0	0	0	114	1	0	0	0	0	0	115	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	147	135	141	0	0	0	0	423	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	180	145	155	0	0	0	0	480	
Number of students with a substantial reading deficiency	0	0	0	0	0	141	1	0	0	0	0	0	0	142	

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	202	128	140	0	0	0	0	470	

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	4	0	0	0	0	4	
Students retained two or more times	0	0	0	0	0	0	49	57	93	0	0	0	0	199	

Date this data was collected or last updated

Thursday 8/25/2022

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	343	351	427	0	0	0	0	1121
Attendance below 90 percent	0	0	0	0	0	0	98	45	60	0	0	0	0	203
One or more suspensions	0	0	0	0	0	0	11	21	30	0	0	0	0	62
Course failure in ELA	0	0	0	0	0	0	0	133	177	0	0	0	0	310
Course failure in Math	0	0	0	0	0	0	0	92	166	0	0	0	0	258
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	117	224	158	0	0	0	0	499
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	195	229	223	0	0	0	0	647
Number of students with a substantial reading deficiency	0	0	0	0	0	0	130	199	169	0	0	0	0	498
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	163	233	153	0	0	0	0	549
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	158	202	130	0	0	0	0	490

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	172	122	191	0	0	0	0	485

The number of students identified as retainees:

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

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	343	351	427	0	0	0	0	1121	
Attendance below 90 percent	0	0	0	0	0	0	98	45	60	0	0	0	0	203	
One or more suspensions	0	0	0	0	0	0	11	21	30	0	0	0	0	62	
Course failure in ELA	0	0	0	0	0	0	0	133	177	0	0	0	0	310	
Course failure in Math	0	0	0	0	0	0	0	92	166	0	0	0	0	258	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	117	224	158	0	0	0	0	499	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	195	229	223	0	0	0	0	647	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	130	199	169	0	0	0	0	498	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	163	233	153	0	0	0	0	549	
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	158	202	130	0	0	0	0	490	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	172	122	191	0	0	0	0	485	

The number of students identified as retainees:

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

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	31%	53%	50%				36%	58%	54%
ELA Learning Gains	37%						44%	56%	54%
ELA Lowest 25th Percentile	32%						38%	49%	47%
Math Achievement	29%	35%	36%				35%	62%	58%
Math Learning Gains	47%						35%	60%	57%
Math Lowest 25th Percentile	51%						34%	53%	51%
Science Achievement	21%	56%	53%				33%	52%	51%
Social Studies Achievement	53%	64%	58%				50%	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	35%	58%	-23%	54%	-19%
Cohort Comparison						
07	2022					
	2019	27%	53%	-26%	52%	-25%
Cohort Comparison		-35%				
08	2022					
	2019	35%	58%	-23%	56%	-21%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	31%	60%	-29%	55%	-24%
Cohort Comparison						
07	2022					
	2019	10%	35%	-25%	54%	-44%
Cohort Comparison		-31%				
08	2022					
	2019	28%	64%	-36%	46%	-18%
Cohort Comparison		-10%				

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	30%	51%	-21%	48%	-18%
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	45%	72%	-27%	71%	-26%
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	74%	64%	10%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

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	32	30	19	38	41	15	34			
ELL	18	32	28	15	40	44	11	37	53		
BLK	28	33	29	26	46	50	21	56	68		
HSP	36	45	37	32	47	52	17	37	57		
MUL	38	28		40	38			46			
WHT	49	50		46	62		43	70	69		
FRL	29	35	30	27	46	49	20	51	66		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	23	26	19	21	23	15	21			
ELL	13	29	34	12	25	36	8	26	48		
BLK	27	33	32	18	21	28	20	40	41		

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
HSP	25	26	22	21	22	38	23	24	45		
MUL	33	30		26	15						
WHT	53	42		43	24		52	50	58		
FRL	26	31	31	19	21	29	23	37	43		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	36	32	20	30	26	10	32	57		
ELL	22	42	40	20	29	33	17	38	67		
ASN	75	50		81	71						
BLK	31	43	39	29	32	33	24	47	69		
HSP	40	49	36	40	37	32	42	46	89		
MUL	35	39		39	43			58			
WHT	63	48		69	50		89	73	96		
FRL	33	43	38	32	34	34	28	47	75		

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)	CSI
OVERALL Federal Index – All Students	40
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	35
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	56
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Our data shows FY21 versus FY22
 Achievement Learning Gains Lowest 25%
 ELA 21/31 32/37 30/32
 Black 21/28 33/33 32/29
 Hispanic 25/36 26 /45 22/37
 Mutl-Racial 33/38 /28
 ELL 13/18 34/32 34/28
 SWD 16/17 23/32 26/30
 FRL 26/29 31/35 31/30

Math 21/29 22/47 29/51
 Black 18/26 21/26 28/50
 Hispanic 21/32 22/47 28/52
 Mutl-Racial 26/40 15/38
 ELL 12/15 25/40 36/44
 SWD 19/27 21/46 23/49
 FRL 12/19 25/38 36/41

Science 24/21
 Black 20/21
 Hispanic 23/17
 Mutl-Racial
 ELL 8/11
 SWD 15/20
 FRL 23/15

Civics 36/53
 Black 40/56
 Hispanic 24/37
 Mutl-Racial /46
 ELL 26/37
 SWD 21/51
 FRL 37/34

Acceleration 46/67

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

Our greatest need is within all our core areas; Science, ELA, and Math.

Data shows FY21 to FY 22:

ELA

Gr. 6 31/28 levels 3+

Gr. 8 28/26 levels 3+

MATH

Geometry 100/60 levels 3+

SCIENCE 24/21 levels 3+

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

During the FY22 school year, Congress Middle School had many students and staff experience high absenteeism due to illness. Students and teachers had a difficult time transitioning from virtual and/or hybrid learning to in person learning.

We employed many new teachers and had many teachers who were still developing in their instructional capacity and with student discipline.

For thy FY23 school year, Congress Middle School will go back to the basics utilizing a Single School Culture for Academics, Climate and Behavior. This will be addressed via the Strategies outlined in our Academic, Climate and Behavior Framework and well as continuous professional development .

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

Our greatest areas of Improvement were in Math gains, Algebra, Acceleration, Civics and FSAA Proficiency which all made double digits gains .

Data shows FY21 to FY 22:

Math

+26 Gains

+22 Lowest 25% Gains

Algebra +39 level 3+

Civics

+17 levels 3+

Acceleration

+22 levels 3+

FSAA

Math - 88% (23/26)

Science- 90% (9/10)

Civics-100% (6/6)

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

Consistent Administrative Walkthroughs and progress monitoring of benchmarks using the CMS Monitoring Matrix

Teacher collaboration during Professional Learning Communities with a focus on analyzing data, monitoring students progress, and develop lessons plans to support all student learning.

Implementing small group instruction and tutorials with fidelity

Within Civics, the successful implementation of daily tutorial questions with a focus on "Text Features"

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

In order to accelerate learning, strategies outlined in the CMS Academic Framework must be implemented with fidelity to include our schoolwide Non-Negotiables :

Annotation Strategy

RACE Strategy

AVID Strategies

Philosophical Chair

Socratic Seminar

Small Group (Reteaching & Enrichment Lessons)-Across CORE Content Areas incl. Int. Reading.

Student Portfolios include Data Chat Assessment Tracking after USA/Chapter Test/ Diagnostic/Reading Plus /Insight.

STEAM/Project Based Learning/Real world application activity (all Subjects).

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.

Professional development is an integral part of ensuring student success. For the FY23 school Year the focus will be on building Administrative and teachers capacity of the following topics:

BEST Standards

Data Feed Back Strategies

Differentiated Small Group Instructions

Literacy Strategies- Annotation, Race & Question STEMS

STEAM/ Project Based Learning

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

District Support twitch the BEST Standards to include model, coach, and support teachers through weekly PLCs, Professional Development training and coaching based on administrative observations and student data results.

Professional Development and the continuous monitoring of the Academic and Climate Frameworks Initiatives.

Hiring and sustaining qualified teachers to deliver instruction utilizing the Coaching and feedback model of support.

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

In alignment of the District's Strategic Plan, CMS aspires to ensure academic excellence and growth for all students in an equitable and safe environment.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan goal; This area of focus aligns directly with Congress Middle School's Academic Framework to increase student and closes the achievement gaps for the following subgroups:

Based on our FY22 FSA Data in comparison with the FY21 FSA Data; we saw a increase in achievement overall for ELA (+3); Math (+ 8%) , Civics (+16), Acceleration (+22) and a decrease in Science (-3%)..

FY22 ESSA data shows the following subgroups did not meet the required federal threshold of 41 percentage points: Black/African Americans , Hispanic- , ELL, SWD and FRL

Our data shows FY21 versus FY22

Area of Focus
Description and
Rationale:
Include a rationale that
explains how it was
identified as a critical
need from the data
reviewed.

Achievement Learning Gains Lowest 25%

ELA 21/31 32/37 30/32

Black 21/28 33/33 32/29

Hispanic 25/36 26 /45 22/37

Multi-Racial 33/38 /28

ELL 13/18 34/32 34/28

SWD 16/17 23/32 26/30

FRL 26/29 31/35 31/30

Math 21/29 22/47 29/51

Black 18/26 21/26 28/50

Hispanic 21/32 22/47 28/52

Multi-Racial 26/40 15/38

ELL 12/15 25/40 36/44

SWD 19/27 21/46 23/49

FRL 12/19 25/38 36/41

Science 24/21

Black 20/21

Hispanic 23/17

Multi-Racial

ELL 8/11

SWD 15/20

FRL 23/15

Civics 36/53

Black 40/56

Hispanic 24/37

Multi-Racial /46

ELL 26/37

SWD 21/51

FRL 37/34

Acceleration 46/67

Student Learning Outcomes

50 % of the students enrolled at Congress Middle School August 2022 to May 2023

will make learning gains as measured by the 2023 ELA BEST Assessment .

65 % of the students enrolled at Congress Middle School August 2022 to May 2023

will make learning gains as measured by the 2023 Math BEST Assessment .

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

February 2023 May 2023

ELA -Insight & Best Assessment Insight & Best Assessment

increase by 12% increase by 24%

Math - BEST assessment BEST assessment

increase by 15% increase by 30%

Teacher Practices 50% of teacher will utilize Instructional 80% of teacher will utilize

Instructional strategies outlined in the CMS Instructional strategies outlined Academic Framework Academic Framework

Coaching Outcomes 25% less of teachers will be in Tier 1 50% less of teachers will be in

Tier 1

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

CMS FY23 Non-evaluative Walkthroughs with specific feedback , Review of collaborative Support Logs for ELL and ESE Teachers, Review of Coaching Logs , SIP Objectives via the CMS Monitoring Matrix , FQS, USA, Reading Plus Insight, Reading and Common Assessment Data.

Person responsible for monitoring outcome:

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

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

1. Literacy Strategies to Support Academics in all content area. The use of the Annotation strategy will provide opportunities for students to interact with text in a manner that will support their understanding of the meaning, context, vocabulary and features of the text. The RACE strategy provides students with a guide to complete a structured written response to text.

2. AVID Engagement Strategies to Support Academics in all content area to include Philosophical Chair and Socratic Seminar

3. Small Group (Reteaching & Enrichment Lessons)-Across CORE Content Areas incl. Int. Reading.

4. Student Portfolios include Data Chat Assessment Tracking after USA/ Chapter Test/ Diagnostic/Reading Plus/Insight.

5. STEAM/Project Based Learning/Real world application activity (all

Subjects).-As a STEAM school, all classrooms will participate in the execution of a quarterly STEAM project. The project is cumulative of all subject areas and incorporates real word and hands-on activities.

1. The Annotation and RACE strategies across ALL content areas provides students with opportunities to make connections from their traditional ELA course to ALL classes.

2. Philosophical Chairs and Socratic Seminars will enable students to think critically for themselves. Students build a deeper understanding of the critical content within each standard and or benchmark.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

3. A student portfolio is a compilation of academic work for the purpose of evaluating coursework quality, learning progress and determining whether students have met learning standards

4. Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller number of students, students have more chances to participate. Teachers are able to monitor the students and providing individualized feedback and support.

5. STEAM allows for teachers and students to work collaboratively across multiple subject areas and grade levels. Projects connect the core subject areas and utilize strategies that students can utilize on assessments.

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.

1. Literacy Strategies to Support Academics in all content area to include Annotation and RACE Strategies.

July 27th: Leadership and PLC leaders attended training on BEST Standards and introduced to the school wide strategies.

August 1st: New teachers and support staff members attended training and were introduced to the school wide strategies

August 3rd: ELA department attended training with data review and BEST standards introduction

August 4th: All Teachers attended Training on Single School Culture for Academics and were introduced to the school wide strategies

August 25: ELA & Reading teachers will attend Professional Development on BEST Standards from Secondary Literacy in their PLC groups

September 1: On-going PD opportunities through PLCs,Teacher classroom walks, and Teacher/Administrator modeling will be utilized to provide continuous support of strategy implementation.

Continuous monitoring through lesson plan review, non evaluative walkthroughs, PLCs, and department meetings.

Person Responsible Penni Lee (penni.lee@palmbeachschools.org)

2. Engagement Strategies to Support Academics in all content area : AVID Strategies to include Philosophical Chair and Socratic Seminar

July 27th: Leadership and PLC leaders Training on BEST Standards: Teachers were introduced to the strategies

August 1st: New teacher training: New teachers and support staff members were introduced to the strategies

August 4th: Teacher Training on Single School Culture for Academics: All teachers participated in a Socratic Seminar simulation using the Annotation strategy.

September 1: On-going implementation in all classrooms on campus supported by continuous PD opportunities through PLCs and Teacher/Administrator modeling.

Monitor strategies - Lesson Plans, Non evaluative walkthroughs, PLCs, and department meetings.

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

Small Group (Reteaching & Enrichment Lessons)-Across CORE Content Areas incl. Int. Reading.

July 27, 2022- Leadership and PLC Leaders Training on BEST Standards

August 4, 2022 - Teacher Training on Single School Culture for Academics

August 24, 2022 - Leadership and PLC Leaders Training on Professional Learning Communities

September 15 and ongoing Data Feedback Strategies during grade level PLCS to include the following: Analysis of student data (strengths and weaknesses) and student work (rigor and relevance); Strategies for corrective instruction to include the development of differentiated small groups

Monitor strategies - Workshop and training agendas, PLCs Meeting Summary, Classroom Walkthroughs, Lesson Plans and Small grouping Forms,

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

Student Portfolios include Data Chat Assessment Tracking after USA/Chapter Test/ Diagnostic/PBPA/ Insight.

August 15th, 2022 - Teachers training through district PD offerings and school based PLCs on standards, curriculum and assessment alignment

September 30, 2022 - 1. Teacher training through PLCs on Differentiated Instructional strategies that will allow them to identify the students they instruct based on special profiles (ie' SWD, ELL, FRL) and other demographics. 2. Folders will be provided to each teacher for the creation of student data folders.

October 30, 2022- Teachers will have build capacity to analysis data and desegregate the data in order to effectively track learning achievements and growth on assessments

February 2023 - 90% of Teachers will have built the capacity of effectively implementing students portfolios

Monitor- Review of student data folders during observations along with student interviews and the schoolwide data monitoring matrix

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

STEAM/Project Based Learning/Real world application activity (all Subjects).

August 1st 2022 - The magnet department met and created a S.W.O.T. analysis. One of our strengths as a school was the cross collaboration and implementation of the STEAM units and projects.

August 4th 2022 - The faculty was introduced to the continuation of our STEAM projects for the FY 23 school year.

August 15th 2022 - The District is revising STEAM units for all schools to ensure it aligns with the new BEST Standards.

Monitor- Teachers are to turn in sample projects and document in their lesson plans the activities taking place. Additionally, administration conducts weekly classroom walk throughs to observe students completing their STEAM projects.

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

#2. Positive Culture and Environment specifically relating to School Wide Positive Behavior Support Systems

<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>In alignment of the District's Strategic Plan, CMS aspires to ensure academic excellence and growth for all students in an equitable and safe environment.</p> <p>If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan goal; This area of focus aligns directly with Congress Middle School's Academic Framework to increase student and closes the achievement gaps for the following subgroups:</p> <p>Based on our FY22 FSA Data in comparison with the FY21 FSA Data; we saw a increase in achievement overall for ELA (+3); Math (+ 8%) , Civics (+16), Acceleration (+22) and a decrease in Science (-3%)..</p> <p>FY22 ESSA data shows the following subgroups did not meet the required federal threshold of 41 percentage points: Black/African Americans , Hispanic-, ELL, SWD and FRL</p> <p>In FY22 our average daily attendance was 94.8% of students in attendance on a daily basis. When it came to discipline we had a total of 834 discipline referrals that resulted in students serving a total of 1,636 days of out of school suspension, and 124 days of in school suspension.</p> <p>% of students with 0-1 Discipline referral 85.22% % of students with 2-5 Discipline referrals 10.88% % of students with 6 plus Discipline referrals 3.90%</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>In Feb 2022 we had a total of 249 students with 1 or more student discipline referrals. We will decrease the number of discipline referrals by 15% in Feb. 23.</p> <p>In May 2022 we had a total of 329 students with 1 or more student discipline referrals. We will decrease the number of discipline referrals by 20% in May 2023.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Monitoring will be conducted through SIS, Discipline Dashboard and the SWPBS Outcome data Summary on a monthly basis.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Denise O'Connor (denise.oconnor@palmbeachschools.org)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<ol style="list-style-type: none"> 1. Professional Development -Behavior Management & Discipline Workshops 2. Response to Intervention 3. Schoolwide Positive Behavior Support & Student Incentives 4. Counseling & Mentoring Groups
<p>Rationale for Evidence-based Strategy:</p> <p>Explain the rationale for</p>	<p>The School-wide Positive Behavior Support (SWPBS) is a universal, school-wide prevention program that aims to establish a social culture within schools in which students expect and support appropriate behavior from one another.</p>

selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

It established a social culture and behavior that supports need to improve the social, emotional, behavioral and academic outcomes for all students.

The focus of Congress Middle School is to keep all students in school as much as possible. Out of school suspension can be a harmful educational consequence for students. By keeping students in the educational setting we will have a better opportunity to reach all students and improve our school wide learning gains and student proficiency.

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.

Professional Development -Behavior Management & Discipline Workshops

1. Administrative Training

Apr. 20, 2022 SBT & Student Data Collection with Dwyer High School

Aug. 20, 2022 Trifecta concentration on zero tolerance, discipline review committee, SESSIR

Aug. 26, 2022 Student Moves & DRC

2. Schoolwide Faculty Staff Training on Levels of Discipline

July, 20, 2022 CHAMPS Training

Aug. 1, 2022 New Teacher Training Levels of Discipline

Aug. 9, 2022 Levels of Discipline, 2464 Google Form Training,

Monthly Faculty Meetings beginning Sept. 8, 2022 SBT and ongoing discipline workshops

Monitor- Agendas, Sign In sheets, Classroom walkthrough, SWPBS Monthly Meetings

Person Responsible Cameron Simmons (cameron.simmons@palmbeachschools.org)

Response To Intervention

1. August 10, 2022 - Showstoppers Spreadsheet Log measured by daily point sheets implemented

2. August 10, 2022-2464 Google Form for Level 1 discipline measured monitored via Google forms daily implemented 8/9/22

3. August 10, 2022-Discipline Referral Spreadsheet measured by the number discipline referrals in SIS weekly implemented

4. August 19 , 2022- Behavior Contracts monitored by class attendance and SIS discipline implemented

Monitor- School Based Team and Child Study Team Agendas, 2464 Google form , Showstoppers Spreadsheet

Person Responsible Cameron Simmons (cameron.simmons@palmbeachschools.org)

Schoolwide Positive Behavior Support & Student Incentives

1. August 15, 2022- PAWS Lessons via Morning announcement

2. September 6, 2022 -Club, Sports and Intramural

3. September 6, 2022 & 2nd Semester-TBD -High Expectations Assemblies

4. September 6, 2022 -Student Positive Referrals & Lunch Bunch

5. October 24, 2022- Quarterly Grade Level Incentive and/or Fields Trips utilizing the SIS Points Systems

Monitor- Discipline Dashboard, SIS Incentive Dashboard , Team Leader & SWPBS Mtgs Agendas, Schedules and/or Sign in sheets

Person Responsible Cameron Simmons (cameron.simmons@palmbeachschools.org)

Counseling & Mentoring Groups

1. August 5, 2022- Cougar Lamplighters
2. August 8, 2022-Behavior Coach home visits implemented
3. September 6- Junior Classy Young Ladies implemented
4. August 17, 2022 -Student Ambassadors implemented

Monitor- Home Visit Logs , Meeting schedules and/or Sign in sheets

Person Responsible Cameron Simmons (cameron.simmons@palmbeachschools.org)

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.

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

Initiatives include:

- Quarterly Honor Roll recognition including breakfast and field trips
- Positive Referral program in which teachers and staff recommend students going above and beyond in academics and SEL
- Character Counts
- Monthly Cougarlations for staff by fellow staff members who recognize them for their outstanding support
- Staff of the month (parking spots)
- Coffee Talk for staff and student forums
- Semester High Expectations Assemblies are held to reinforcement school rules and our single school culture initiatives. Administrators and our SRO visit classrooms or assemble in a large venue such as cafeteria. Topics that are covered include: Universal Guidelines, Rules and Regulations, Consequences,

Tik Tok challenges, Rewards and Student Success to Achieve for Excellence.

- Lunch Buddy sessions with counselors & Principal
 - Suite 360 lessons schoolwide to address the following rules: SBE Rule 6A-1.094122 Youth Substance & Abuse Education; SBE Rule 6A-1094121 Mental Health; SBE Rule 6A-1094123 Child Trafficking; Fortify app for reporting of bullying issues; 2-1-1 hotline for SEL resources
 - Counselor hosts student success groups to support improving academic and behavioral success
- In addition CMS has 3 grade level guidance counselors, 1 ELL Guidance counselor; 1 MTSS Coach; and 2 Mental Health Therapists available for support.
- Conflict Resolution Groups are held student groups facilitated by a Behavior Coach and/or Mental Health Professional
 - Young Men of Distinction and Junior Classy Ladies Mentoring Groups assist in trainings students on demonstrating and displaying appropriate behaviors.

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

- Congress Middle School prides itself in it's partnerships with the community and businesses. We have a strong partnership with BBPD, the mayor's office, and local municipalities. These organizations have partnered with Congress MS which has resulted in winning the state award for community partnerships (BBPD mentoring program, etc.). They also assist with forming the Crisis Response Plan for the school and have taken part in Stop the Bleed Trainings for the staff.
- Additionally SafeSun Inc and The Giving Tree are 2 community organizations who have worked closely at making sure the students at Congress MS have backpacks and supplies in addition to gifts during the holidays for our McKinney Vento students.
- CMS has built a system for encouraging businesses to sponsor programs at the school through monetary contributions.

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

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

- (g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.
- (h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- (p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement.
- (q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement.
- (t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

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

The internal stakeholders at Congress Middle School:

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