Conniston Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Conniston Middle School

3630 PARKER AVE, West Palm Beach, FL 33405

https://cntm.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide a positive, safe, healthy, nurturing, and respectful environment educating all to successfully advance intellectually, socially, and emotionally. We strive to prepare and empower our students to become high school and college graduates and contributing members of a global community.

Provide the school's vision statement.

Conniston Middle School is a collaborative multicultural community committed to high expectations and standards. We proactively work together to provide a safe, secure, and orderly place ensuring a fully supportive environment for excellence in education for all stakeholders.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Thomas, James	Principal	The principal will manage and supervise all aspects of the educational programming 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 on the master schedule, professional development activities, recruitment and retention of teachers, school improvement planning, teacher evaluation, and supervision. Additional responsibilities he leads are listed below: *Assistant Principal Supervision *Administrator leads across all disciplines to improve their teaching practice through data-driven coaching, professional development, modeling, and collaborative planning. *Unit Assessments/Gap testing/Cycles across all content areas. * Administrator lead for SBT, 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 *Marzano framework activities *Discipline referral monitoring.
Reyes, Michelle	Assistant Principal	School Administrator: *Administrator lead for the Science and Spanish Department, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *Unit Assessments/Gap testing/Cycles - Science and Spanish. *Participate in department PLCs *Implement data-driven instructional practices and lead discussions about student performance. * Oversee Title I programming and budget: scheduling, staffing, data, student tutorial programs, payroll, parent communication, and parent workshops. *Ensure compliance with Title I federal funding sources: orders, surveys, subscriptions, and instructional support evidence. *Oversee School-Wide Tutorial Programming: data analysis, scheduling, staffing, supplemental materials, student programs, and payroll sheets. * Facilitates school-wide school-improvement planning and Title I comprehensive needs assessments. *Lunch Duty *Ensure parent workshops are implemented to build parent and teacher

Name	Position Title	Job Duties and Responsibilities
		capacity. *Ensure staff workshops are implemented to build teacher capacity in an effort of improving school-parent partnerships. *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.
Gatlin, Derwin	Assistant Principal	School Administrator: *Administrator lead for Mathematics, Social Studies, and ESE department, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *School Safety Coordinator *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 opportunities. Reviews action plans developed to remediate or accelerate student learning for approaching units or cumulative reviews. *Ensures that the safety and security of all students, staff, visitors, and public and property is a priority.
Widerman, Joshua	Assistant Principal	School Administrator: *Administrator lead for English Language Arts and Reading to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *Unit Assessments/Gap testing/Cycles – ELA and Reading. *Oversees school-wide master schedule with school counselors. *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. *Oversee School-Wide Testing processes.

Name	Position Title	Job Duties and Responsibilities
		*Lunch Duty *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.
Ortolaza, Javier	Assistant Principal	School Administrator: *Administrator lead for ESOL teachers, to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. *Unit Assessments/Gap testing/Cycles – Across all disciplines *Oversees school-wide master schedule with school counselors. *Lunch Duty *Initiates professional training programs that will enable the teaching staff to successfully introduce and develop ESOL strategies 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.
Fasone, Eric	Magnet Coordinator	*Learning Team Facilitator: *Leads all IB and AVID programming initiatives. *Ensure MYP requirements are met by developing interdisciplinary units, syllabus outlines, scope and sequence (pacing) documentation, community project frameworks and assessment documentation. *Creates a student recruitment plan. Obtains test and grade data of potential students. Coordinates and collaborates with feeder school to implement recruitment process. Schedules AVID informational assemblies as needed. Distributes applications to potential students. Schedules and coordinates student interviews and parent workshops. *Recruits content area teachers to be trained in AVID methodologies. Ensures AVID students are programmed in Path-trained teachers' classes. Provides a progress report printout to AVID teachers for all AVID students. *Oversees School-Wide Positive Behavior Support initiatives. Facilitates monthly SwPBS team meetings.

Name	Position Title	Job Duties and Responsibilities
		*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.
Bray, Kristen	Instructional Coach	*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.
Tailor, Chyna	Math Coach	*Assists teacher in preparation pacing for instruction in Mathematics. *Implements the full coaching cycle. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed. *Provides on-site staff development to ensure that teachers are knowledgeable about 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.
Vaughan, Erin	Dean	*Oversees SBT/504 caseload. * *Consults and collaborates with teachers, staff, parents, and community entities to understand and meet the needs of students at various tier levels during SBT or child study meetings. * Oversee day-to-day disciplinary issues, working closely with faculty and staff to ensure compliance with school policies. * 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. * Oversee detentions, including the assignment of detention, recording of detention, issuing of detention assignments, and follow-up meetings with students. * Keep accurate records regarding disciplinary infractions and consequences.

Name	Position Title	Job Duties and Responsibilities
Zephyr, Mildred	ELL Compliance Specialist	* Coordinate and/or administer initial placement and progress monitoring assessments. * Complete ESOL: ELLevation and Curriculum training and other required professional learning and WIDA assessment tools. *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.
Crespo, Ivelisse	Other	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.
Parraga, Paulina	School Counselor	* Review ELL school data frequently to ensure that the school counseling program is meeting the academic, career and personal/social development of ESOL students. *Prepare reports, records, lists and all other required information and data. *Lead for HISPA meetings. *Encourage teacher/parent communication and community involvement. *Counsel students individually and in small groups. *Conduct classroom guidance activities. *Expose students to career exploration and interest inventories *Assist students in conflict resolution. *Manage crises. *Assist in the identification of students with special needs. *Refer students to intervention/remediation programs, as well as, academic

Name	Position Title	Job Duties and Responsibilities
		and alternative programs to ensure academic success and personal well-being. *Participate in SBT, Child Study and 504 meetings. *Participate in parent/teacher conferences.
	Behavior Specialist	* Oversees and coordinates as a liaison between the school and district community partnerships referrals to provide students with mental and emotional health support; counseling students and teaching students strategies and skills for coping with and addressing their mental and emotional challenges. *Coordinates counseling and mental and emotional support groups to enhance student skills and strategies for coping with mental and emotional health struggles. *Consults and provides short term case management and check ins with students. Confer as needed with parents, teachers and others regarding student needs including school achievement and behavior. *Intervene in crisis situations to ensure the safety of students and staff.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

* As a school community, each department conducts an internal and external review of the informal and formal data on lag and leading indicators, stakeholders' experiences, needs, and preferences, as well as resources and support that are available within or across the community. There is ongoing feedback and strategic planning on academic and behavior trends with all stakeholders (leaders, teachers, families, and students) to monitor leading indicators that are in place to meet our school's widely important goal.
*The School Advisory Council (principal, SAC chair, secretary, treasurer, parents, students, teachers, community, and business representatives) provides tailored advice that focuses on specific areas such as: SIP development/monitoring, parental involvement, technology, marketing, etc.
*Through Parent Training, we support families with educational workshops facilitated by our Title I contact, school counselors, Behavior Health Professionals, ESOL, ESE Coordinators, administrative team, reading, and math coaches.
*Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of the implementation of programs and services designed to improve the outcomes of English Language Learners.
*The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.
*A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.
*A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students

are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom or school event on campus, and most recently
*Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met with outside agency information to assist with providing primary unconditioned reinforcement. These supports are supplemental to school-wide supports for students and families in need of support services due to hardship.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps toward improvement
• Creating and maintaining a culture of collaboration toward shared decision-making
• Supporting professional learning and improvement

Our leadership team strategically plans for a variety of monitoring techniques:
-Review of Lesson Plans,
-Data Analysis,
-Classroom walks,
-Student attendance,
-Data Chats,
-Formal Observations,
-Professional Learning Communities' attendance/participation,
-Formative/Summative Assessments and Technology.

*Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on Blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able to individualize instruction to best meet the needs of our students, thus increasing student achievement.
*Remediation plans and ongoing monitoring will be conducted for our ESSA subgroups: SWD and Multiracial students.
*Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry.
*The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results

of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas including: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	83	64	87	234
One or more suspensions	0	0	0	0	0	0	17	71	117	205
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	24	23	47
Course failure in Math	0	0	0	0	0	0	0	27	56	83
Level 1 on statewide ELA assessment	0	0	0	0	0	0	104	189	156	449
Level 1 on statewide Math assessment	0	0	0	0	0	0	134	120	119	373
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	73	77	88	238

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	157	149	159	465

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	91	68	97	256
One or more suspensions	0	0	0	0	0	0	27	39	66	132
Course failure in ELA	0	0	0	0	0	0	27	16	30	73
Course failure in Math	0	0	0	0	0	0	8	72	122	202
Level 1 on statewide ELA assessment	0	0	0	0	0	0	99	88	133	320
Level 1 on statewide Math assessment	0	0	0	0	0	0	145	109	141	395
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	100	88	133	321

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	161	98	151	410

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	91	68	97	256
One or more suspensions	0	0	0	0	0	0	27	39	66	132
Course failure in ELA	0	0	0	0	0	0	27	16	30	73
Course failure in Math	0	0	0	0	0	0	8	72	122	202
Level 1 on statewide ELA assessment	0	0	0	0	0	0	99	88	133	320
Level 1 on statewide Math assessment	0	0	0	0	0	0	145	109	141	395
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	100	88	133	321

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	161	98	151	410

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36	51	49	41	53	50	40		
ELA Learning Gains				48			36		
ELA Lowest 25th Percentile				37			25		
Math Achievement*	43	59	56	44	35	36	36		
Math Learning Gains				58			32		
Math Lowest 25th Percentile				57			28		
Science Achievement*	32	50	49	37	56	53	35		
Social Studies Achievement*	58	68	68	58	64	58	48		
Middle School Acceleration	63	76	73	69	52	49	57		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	25	37	40	53	85	76	40		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	4	1
ELL	28	Yes	1	1
AMI				
ASN	67			
BLK	34	Yes	1	
HSP	43			
MUL	36	Yes	2	
PAC				
WHT	59			
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	41			
AMI				
ASN				
BLK	43			
HSP	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	38	Yes	1	
PAC				
WHT	59			
FRL	48			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			43			32	58	63			25
SWD	16			25			20	42			5	16
ELL	19			31			12	47	32		6	25
AMI												
ASN	64			70							2	
BLK	26			30			24	48	56		6	18
HSP	36			44			32	58	60		6	25
MUL	36			36							2	
PAC												
WHT	50			52			37	70	86		5	
FRL	34			39			28	57	59		6	25

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	48	37	44	58	57	37	58	69			53
SWD	17	42	43	21	43	47	14	43				38
ELL	25	43	39	29	53	55	15	42	52			53
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	26	43	43	33	51	59	22	44	62			
HSP	39	47	38	43	59	58	35	58	66			55
MUL	36			40								
PAC												
WHT	63	58	20	59	60	56	61	71	79			
FRL	38	46	38	40	56	57	33	55	64			52

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	36	25	36	32	28	35	48	57			40
SWD	17	27	26	20	28	26	15	26				31
ELL	28	29	24	25	23	27	16	37	37			40
AMI												
ASN												
BLK	28	35	28	26	24	21	28	39	47			
HSP	39	35	23	35	31	26	34	45	54			39
MUL	40	30		30	30							
PAC												
WHT	56	44	41	54	45	52	45	72	67			
FRL	36	33	24	32	29	28	30	45	54			40

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	31%	48%	-17%	47%	-16%
08	2023 - Spring	33%	47%	-14%	47%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	26%	45%	-19%	47%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	34%	54%	-20%	54%	-20%
07	2023 - Spring	16%	36%	-20%	48%	-32%
08	2023 - Spring	47%	65%	-18%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	46%	-17%	44%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	48%	34%	50%	32%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	50%	45%	48%	47%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	65%	-15%	66%	-16%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA FSA Historical Trend data:
SY18: 49%; SY19:45%; SY20: No FSA; SY21:37%; SY22:41%; SY23

SY18 LG: 52%;SY19 LG: 45%; SY20 LG: No FSA; SY21 LG: No Score; SY22 LG: 48%; SY23

SY18 L25%: 44%; SY19 L25% 35%; SY20 L25% No FSA; SY21 L25% No Score; SY22 L25%: 37%; SY23

SY23 ELA FAST Baseline data: Grade Level
Grade 6 - 26%; Grade 7 - 31%; Grade 8 - 33%

SY22 ELA FSA Historical Trend data: Grade Level
Grade 6 - 46%; Grade 7 - 33%; Grade 8 - 37%

_____

Math FSA Historical Trend data:
SY18: 51%; SY19: 50%; SY20: No FSA; SY21:29%; SY22:44%; SY23

SY18 LG: 54%; SY19 LG: 47%; SY20 LG: No FSA; SY21 LG: No Score; SY22 LG: 58%

SY18 L25%: 49%; SY19 L25%: 45%; SY20 L25% No FSA; SY21 L25% No Score; SY22 L25%: 57%

SY23 MATH FAST Baseline data: Grade Level
Grade 6 - 34%; Grade 7 - 16%; Grade 8 - 47%; Algebra: 83%; Geometry: 96%

SY22 Math FSA Historical Trend data: Grade Level
Grade 6 - 35%; Grade 7 - 15%; Grade 8 - 45%; Algebra - 90%; Geometry 97%

_____
Science Historical Trend data:
SY18: 44%; SY19: 39%; SY20: No FSA; SY21: 32%; SY22:37%; SY23: 29%

_____
Civics Historical Trend data:
SY18: 64%; SY19: 64%; SY20: No FSA; SY21: 45%; SY22: 58%; SY23: 50%

_____
SY24 ESSA Groups:
Students with Disabilities
Multi-racial Students

_____
ESSA Subgroups: 34% SWD 38% Multi-racial

SY23 ESSA Subgroups: SWD subgroup improved in all cells ELA and Mathematics. The multi-racial subgroup displays a decrease of 4% in ELA.

According to the data, the area that displayed the lowest performance was seventh-grade Mathematics. There is a data trend with seventh-grade student performance within our district.
Implementing with fidelity instruction to the level of rigor demanded by the new Florida Standards and assessments. Lack of student engagement can impede student learning in a blended learning format. Our goal is to increase student outcomes in this area through ongoing disaggregation of the new B.E.S.T. standards and problem-solving strategies, remediation of standards, foundational skills, and scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA-identified subgroups; SWD and Multiracial. We will continue to monitor our ELL and Black/African American subgroups for sustainable improved outcomes. Students will receive strategically targeted support through various modes of instruction, including adaptive

technology programs, small groups, tutorials, data chats, and student monitoring. We are dedicated to addressing skill deficits and standard acquisition so our students are successful.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on SY23 to SY22 data comparison the area that displayed the greatest decline was grade 6 ELA (SY23 CMS 27%) (SY22 CMS 46%) -19%.
Implementing with fidelity instruction to the level of rigor demanded by the new Florida Standards and assessments. Teachers will develop higher-order questions (DOK 2-3) as outlined in B.E.S.T. standards. Our focus will be to increase achievement for 6th grade in Literacy across all grade levels, in addition to our ESSA-identified subgroups: SWD, and Multi-racial students through data-driven PLCs, ongoing professional development opportunities with unwrapping standards, item specifications, and lesson studies. Fostering strategic rigorous standards-based instruction using the three Core Actions (reading text, talking about the text, and completing a task around the text/standard).Push-in support for small group instruction based on identified student needs

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to our SY23 data comparison to the state the area that displayed a substantial difference was 7th-grade Mathematics (CMS 16%) (state 47%) difference 38%; 6th-grade Mathematics (CMS 27%) (state 47%) difference 21%; 6th-grade Literacy (CMS 27%) (state 47%) difference 20%.
Implementing with fidelity instruction to the level of rigor demanded by new B.E.S.T. standards. Lack of student engagement can impede student learning in a blended learning format. Parents are unfamiliar with the resources and strategies available to assist students at home.

Which data component showed the most improvement? What new actions did your school take in this area?

According to our SY23 (CMS 47%) to SY22 (CMS 45%) data comparison the area that presents the greatest increase is eighth-grade mathematics by 2%.
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, and after-school tutorials. The team developed remediation action plans and implemented them with fidelity to ensure student success. Implementation of data-driven common planning aligned to the rigor of the B.E.S.T. Florida standards to target instruction to meet student differentiated needs and accelerate all students to grade-level proficiency.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two areas of concern are the number of level 1 students on the statewide assessments in ELA and Mathematics.

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.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(g) History of the Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improve ESSA subgroup performance - SWD and Multi-racial
2. Data-Driven PLCs across all disciplines.
3. Integration of literacy strategies across all disciplines.
4. PD IB and AVID Strategies
5. Progress Monitoring: Progress Monitoring Graphs and Data Chats & Extended Learning Opportunities

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we establish a formal structure for students to influence decisions on various modalities for remediation support on standards-based instruction, then we will increase student outcomes in ELA and Math and ensure alignment with the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme B Student-Focused Culture.

Our instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction.

Level 1 on Statewide Assessment ELA
6th (104) 7th (189) 8th (156) Total (449)

Level 2 on Statewide Assessment Math
6th (134) 7th (120) 8th (119) Total (373)

Our ESSA subgroups SY21 to SY22 comparison data reports display an increase: Multi-racial (ELA ACH 4%); SWD (ELA LG 15%); SWD (ELA LG L25% 17%); SWD (Math ACH 1%); Multi-racial (Math ACH 10%); SWD (Math LG 15%); SWD (Math LG L25% 21%); SWD (SS 17%)

Our ESSA subgroups SY21 to SY22 comparison data reports display a decrease: SWD (Science 1%)

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

Student Learning Outcomes:
By February 2024, we will increase by 5% the overall percentage of students increasing a level on PM2 ELA.

By February 2024, we will increase by 5% the overall percentage of students increasing a level on PM2 Math.

Student Learning Outcomes:
By May 2024, we will increase by 7% the overall percentage of students increasing a level on PM2 ELA.

By May 2024, we will increase by 7% the overall percentage of students increasing a level on PM2 Math.

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

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 toward student achievement and school improvement. 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.
In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to 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
(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person responsible for monitoring outcome:

James Thomas (james.thomas@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ongoing monitoring of our target group will be essential to attaining our lag measure.
Build a strong school community through SwPBS SEL signature practices, daily morning rituals, and Blue Marlin Meets.
2. 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).
3. Teachers will create unit plans and lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Implement SwPBS signature practices to develop class community, expectations and rapport. These systems will help reduce barriers to the instructional environment.
2. Review data from various sources (EDW, WIDA, 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) to develop groups for remediation.
3. Students will take ownership of their learning and monitor their progress on formative assessments, reflect, and develop timely action plans to meet personalized goals.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- SwPBS Universal Guidelines and behavior matrix are taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (Progressive Discipline, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.

Person Responsible: James Thomas (james.thomas@palmbeachschools.org)

By When: *Universal guidelines will be implemented with fidelity within the first three weeks of school. *Analyze teacher classroom data to determine strengths and opportunities.

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).

Person Responsible: James Thomas (james.thomas@palmbeachschools.org)

By When: Data analysis and lesson planning with strategic grouping will take place by the second week of school. Various modalities will be discussed, analyzed, and implemented to increase and keep student engagement high.

Utilize data-driven progress monitoring systems to assess the needs of the students and the barriers hindering their success (Data-Driven Decision Making). Provide strategic research-based supplemental materials and resources based on individualized needs.

Person Responsible: James Thomas (james.thomas@palmbeachschools.org)

By When: CMS implements student progress monitoring systems and teacher-student data chats. Teachers will be trained by the first month of school by instructional coaches to assess data and conduct teacher-student data chats. They will train students to graph, reflect and develop personalized action plans.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Our ESSA subgroups SY21 to SY22 comparison data reports display an increase: Multi-racial (ELA ACH 4%); SWD (ELA LG 15%); SWD (ELA LG L25% 17%); SWD (Math ACH 1%); Multi-racial (Math ACH 10%); SWD (Math LG 15%); SWD (Math LG L25% 21%); SWD (SS 17%)

Our ESSA subgroups SY21 to SY22 comparison data reports display a decrease: SWD (Science 1%)

Our second instructional priority is to ensure instructional practice 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. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

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

Student Learning Outcomes:
By February 2024, we will increase the overall percentage of students increasing performance on the ELA Progress Monitoring by 5% or greater bringing us to at least the following performance ratings: 6th (35%) 7th (37%), or 8th (37%).

By February 2024, we will increase the overall percentage of students increasing performance on the Math Progress Monitoring by 5% or greater bringing us to at least the following performance ratings: 6th (38%) 7th (21%), 8th (52%), Algebra (88%) and Geometry (100%).

Teacher Practice Outcomes:
By February 2024, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the "you do" of the model, to ensure students can independently work on tasks to show understanding of the standard.

By May 2024, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

Student Learning Outcomes:
By February 2024, we will increase the overall percentage of students increasing performance on the ELA Progress Monitoring by 5% or greater bringing us to at least the following performance ratings: 6th (35%) 7th (37%), or 8th (37%).

By February 2024, we will increase the overall percentage of students increasing performance on the

Math Progress Monitoring by 5% or greater bringing us to at least the following performance ratings: 6th (38%) 7th (21%), 8th (52%), Algebra (88%) and Geometry (100%).

Teacher Practice Outcomes:
By February 2024, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

By May 2024, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

Coaching Outcomes:
Our coaches and the leadership team will observe teachers to determine their knowledge and implementation of the Gradual Release Model. We will then tier the support that will be provided with Tier 1 meaning least experience to Tier 3 proficient.

By February 2024, 50% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.
By February 2024, 15% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

By May 2024, 75% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.
By May 2024, 50% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

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

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: Can, Do, Plan, Act. Monitoring is a very important step toward student achievement and school improvement. It provides teachers and our administration team with the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.
At CMS Middle we strategically plan for a variety of monitoring techniques:
Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/ participation, all Formative/Summative Assessments, and Technology.

The monitoring will be supported by key members of the leadership team: Assistant Principals support content and grade levels
Reading Coach
Math Coach
Department Instructional Leaders
IB/AVID Magnet Coordinator

Person responsible for monitoring outcome:

James Thomas (james.thomas@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.

2. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support.

3. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use IXL, Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge.

4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FAST.

2. Students who participate in the FAST tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs used with fidelity. The Reading Plus program, IXL, and the incorporation of writing strategies are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.

4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Incorporate Small group instruction:

A. Students will be assessed using FSQs, NGSQs and USA's in ELA and Math. The teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.

B. Teachers will analyze student data to determine strengths and weaknesses in the content area.

C. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities (SWDs, multi-racial).

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

E. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: James Thomas (james.thomas@palmbeachschools.org)

By When: Small group instruction will begin within the first three weeks of school. Teachers will review data from SY23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

2. Tutorials:
A. Analyze student data to determine students for tutorial groups and the support necessary.
B. Choose research-based supplemental materials and resources to during tutorials.
C. Analyze teacher classroom data to determine who will be tutors.
D. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
E. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from SY24 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: SWD and Multi-Racial.

Person Responsible: James Thomas (james.thomas@palmbeachschools.org)

By When: Afterschool Tutorials will begin September 5, 2023. Pull-Outs will start during the second semester in January 2024. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May 2024.

3. Adaptive Technology (IXL, Math Nation, Reading Plus, Study Island):
A. Provide teachers with professional development to ensure appropriate use of adaptive technology.
B. Teachers will develop a rotational schedule to ensure all students have access to technology.
C. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs.

Person Responsible: James Thomas (james.thomas@palmbeachschools.org)

By When: Technology will begin within the second week of school. Students will participate in formative assessments using adaptive technology. Students will utilize the program during the content area block. The program will be used throughout the school year.

4. PLC's/Professional Development:
A. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
B. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
C. Instructional coaches, resource teacher, or DILs will develop and implement the coaching cycle to build teachers' capacity with the gradual release model, small group instruction, and differentiated instruction.
D. Instructional coaches, resource teacher, or DILs will assist with standards-based planning to build teachers' capacity with BEST standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
E. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: James Thomas (james.thomas@palmbeachschools.org)

By When: PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. Coaches will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support. PLC's and PD will continue throughout the school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Reginal Office

team, and the Office of School Improvement.

Resources and allocations are focused on:
1. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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 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 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
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. §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?

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All SDPBC Title I schools are required to complete a Schoolwide Plan. The primary function of our SWP/ SIP plan involves ongoing input from all stakeholders to be active participants in the assessment of needs, development of priorities, and identification, and use of resources. Parents will be notified through various modes of communication: School Website, Parent Link Message, Marquee, PA announcements, and hard copy invitations SAC meetings.

Title I items will be shared in the parent's home language during SAC/PTO meetings to review, monitor, and improve SWP/SIP. We will keep meeting minutes for review as a committee. We will use parent training evaluations, stakeholder input meetings, and surveys to evaluate our progress throughout the school year. This system will be ongoing to evaluate our system plan and its effectiveness based on available data. SAC Meetings will be held on the third Tuesday of the month at 5:30 p.m. in the media center.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Ongoing communication will keep all stakeholders within the informational loop. Title I Newsletter, SIS, and school website, will provide updates to parents on student academic progress. Parentlink emails and automated calls give updates of events that are happening at school. Teachers communicate with parents regarding academic progress via Progress Reports at mid-point 4.5 weeks into each 9-week term, by report card at the end of each 9 weeks. Diagnostic assessment results are sent home as soon as available. School communication is offered in the family's home language. Instructors provide parents with information about the curriculum and grade level student proficiency levels during open house and Title I parent workshops.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

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: Can, Do, Plan, Act. Monitoring is a very important step toward student achievement and school improvement. It provides teachers and our administration team with the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.
At CMS Middle we strategically plan for a variety of monitoring techniques:
Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology.

The monitoring will be supported by key members of the leadership team:
Assistant Principals support content and grade levels
Reading Coach
Math Coach

Department Instructional Leaders
IB/AVID Magnet Coordinator

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

CMS is a SwPBS model school with Safe Schools - SCTG/Project Connect.
Our stakeholders attend PBS team meetings, and SAC meetings as scheduling allows. Provide PBS-related PD for all stakeholders: Interventions & Consequences, ABC's of Behavior 101, positive interactions. Provide community resources for opiate/other drug prevention programs for both students and parents. Plan and organize opiate/other drug prevention programs with local agencies and organizations.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Conniston Middle School integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid-friendly Blue Marlin Meet lessons and 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.

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.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

As an AVID site of distinction, the daily primary focus of our AVID elective instructional programming is to expose our students to college and career pathways. We offer six high school credit courses on-site. Our school counselors assist students and parents with high school choice application completion.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

- Utilize data systems to identify students who have attendance, behavioral or academic concerns.
- Create data decision rules for a number of absences or Out of School Suspensions before referral is generated to School Based Team.

- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, AVID college-career planning gaps (FAFSA completion exposure), etc.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No