

The School District of Palm Beach County

Congress Community Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	30
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	31
VII. Budget to Support Areas of Focus	32

Congress Community Middle School

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<https://cgrm.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.

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, 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
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 the 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 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. O'Connor 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. He 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. He 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. He 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. He 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. He 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. He 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 (RtI) 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.

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.

- 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.
- Through Parent Training we support families with educational workshops facilitated by our school counselors, Behavior Health Professionals, Co-located Therapists, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators, and the Administrative Team.
- Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the

outcomes of English Language Learners.

- 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. These supports are supplemental to school-wide supports for students and families.
- * 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.
- * 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.

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 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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, 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 (PMs 1, 2, & 3 in English Language Arts & Math). The FAST EOC assessments will occur one time 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, and Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition, we closely monitor the Acceleration of our students in grades 6-8.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

In addition to all of the above, Administration conducts formal and informal classroom walks/ observations.

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	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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: C
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	80	58	53	191	
One or more suspensions	0	0	0	0	0	0	31	79	71	181	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	53	37	94	
Course failure in Math	0	0	0	0	0	0	4	57	37	98	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	119	0	0	119	
Level 1 on statewide Math assessment	0	0	0	0	0	0	144	0	0	144	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	113	198	163	474	

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	179	201	166	546

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	9	5	4	18
Students retained two or more times	0	0	0	0	0	0	4	3	0	7

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	95	49	54	198	
One or more suspensions	0	0	0	0	0	0	35	63	72	170	
Course failure in ELA	0	0	0	0	0	0	141	1	0	142	
Course failure in Math	0	0	0	0	0	0	114	1	0	115	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	147	135	141	423	
Level 1 on statewide Math assessment	0	0	0	0	0	0	180	145	155	480	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	141	1	0	0	142	

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	202	128	140	470	

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

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	95	49	54	198	
One or more suspensions	0	0	0	0	0	0	35	63	72	170	
Course failure in ELA	0	0	0	0	0	0	141	1	0	142	
Course failure in Math	0	0	0	0	0	0	114	1	0	115	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	147	135	141	423	
Level 1 on statewide Math assessment	0	0	0	0	0	0	180	145	155	480	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	141	1	0	0	142	

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	202	128	140	470	

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

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*	25	51	49	31	53	50	28		
ELA Learning Gains				37			32		
ELA Lowest 25th Percentile				32			30		
Math Achievement*	33	59	56	29	35	36	21		
Math Learning Gains				47			21		
Math Lowest 25th Percentile				51			29		
Science Achievement*	26	50	49	21	56	53	25		
Social Studies Achievement*	55	68	68	53	64	58	37		
Middle School Acceleration	68	76	73	67	52	49	46		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	20	37	40	35	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)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	227
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	10
Percent Tested	96
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	20	Yes	4	4
ELL	22	Yes	4	2
AMI				
ASN	46			
BLK	35	Yes	3	
HSP	28	Yes	2	1
MUL	46			
PAC				
WHT	61			
FRL	35	Yes	2	

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	28	Yes	3	3
ELL	31	Yes	3	1
AMI				
ASN				
BLK	39	Yes	2	
HSP	40	Yes	1	
MUL	38	Yes	1	
PAC				
WHT	56			
FRL	39	Yes	1	

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	25			33			26	55	68			20
SWD	11			25			21	39			5	5
ELL	11			22			9	47			5	20
AMI												
ASN	36			55							2	
BLK	24			31			25	53	59		6	20
HSP	21			31			14	56			5	19
MUL	41			56			40				3	
PAC												
WHT	41			46			59	67	92		5	
FRL	23			32			22	52	66		6	15

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	31	37	32	29	47	51	21	53	67			35
SWD	17	32	30	19	38	41	15	34				27
ELL	18	32	28	15	40	44	11	37	53			35
AMI												
ASN												
BLK	28	33	29	26	46	50	21	56	68			31
HSP	36	45	37	32	47	52	17	37	57			44
MUL	38	28		40	38			46				
PAC												
WHT	49	50		46	62		43	70	69			
FRL	29	35	30	27	46	49	20	51	66			35

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	28	32	30	21	21	29	25	37	46			40
SWD	16	23	26	19	21	23	15	21				29
ELL	13	29	34	12	25	36	8	26	48			40
AMI												
ASN												
BLK	27	33	32	18	21	28	20	40	41			39
HSP	25	26	22	21	22	38	23	24	45			40
MUL	33	30		26	15							
PAC												
WHT	53	42		43	24		52	50	58			
FRL	26	31	31	19	21	29	23	37	43			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	23%	48%	-25%	47%	-24%
08	2023 - Spring	27%	47%	-20%	47%	-20%
06	2023 - Spring	16%	45%	-29%	47%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	18%	54%	-36%	54%	-36%
07	2023 - Spring	24%	36%	-12%	48%	-24%
08	2023 - Spring	37%	65%	-28%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	46%	-23%	44%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	48%	37%	50%	35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	50%	50%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	65%	-12%	66%	-13%

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.

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 FY23 FAST PM3 Data in comparison with the FY22 FSA Data; we saw a decline in achievement overall for ELA (-9); Math (- 2).

FY23 PM3 data shows the following subgroups did not make any gains from FY22 to Fy23. The subgroups are: Black/African Americans , Hispanic-, ELL, SWD and FRL

Our data shows FY21 versus FY22 versus FY23 PM3

Note: FY23 no data available for Learning Gains & Lowest 25%

Achievement Learning Gains Lowest 25%

Year 21/ 22/ 23 21/ 22/ NA 21/ 22/ NA

ELA 21/ 31/ 22 32 /37 30/32

Black 21/ 28/ 21 33/33 32/29

Hispanic 25/ 36/ 17 26 /45 22/37

Multi-Racial 33/ 38/ 41 NA /28

ELL 13/ 18/ 06 34/32 34/28

SWD 16/ 17/ 07 23/32 26/30

FRL 26/ 29/ 20 31/35 31/30

Math 21/ 29/ 27 22/47 29/51

Black 18/ 26/ 26 21/26 28/50

Hispanic 21/ 32/ 26 22/47 28/52

Multi-Racial 26/ 40/ 52 15/38

ELL 12/ 15/ 16 25/40 36/44

SWD 19/ 27/ 14 21/46 23/49

FRL 12/ 19/ 26 25/38 36/41

Science 24/ 21/ 23

Black 20/ 21/

Hispanic 23/ 17

Multi-Racial

ELL 8/ 11

SWD 15/ 20

FRL 23/ 15

Civics 36/ 49/ 53

Black 40/ 56

Hispanic 24/ 37

Multi-Racial /46

ELL 26/ 37

SWD 21/ 51

FRL 37/ 34

Acceleration 46/ 67/

The contributing factors that had an impact on the decline in student achievement are as follows: teacher attendance, teacher vacancies, lack of substitutes, new teachers to the content, teacher inexperience with standards across all content areas, and unfamiliarity with the test format. This data does not demonstrate a trend.

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

Achievement
 Year 21/ 22/ 23
 ELA 21/ 31/ 22
 Black 21/ 28/ 21
 Hispanic 25/ 36/ 17
 ELL 13/ 18/ 06
 SWD 16/ 17/ 07
 FRL 26/ 29/ 20

Math
 Hispanic 21/ 32/ 26
 SWD 19/ 27/ 14

The contributing factors that had an impact on the decline in student achievement are as follows: teacher attendance, teacher vacancies, lack of substitutes, new teachers to the content, teacher inexperience with standards across all content areas, unfamiliarity with the test format.

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.

State Data School Data
 Civics 66 Civics 53
 Science 44 Science 23
 Algebra 54 Algebra 85
 Geometry 49 Geometry 100
 FAST Math 52 FAST Math 27
 FAST ELA 47 FAST ELA 22

The contributing factors that had an impact on the decline in student achievement are as follows: teacher attendance, teacher vacancies, lack of substitutes, new teachers to the content, teacher inexperience with standards across all content areas, and unfamiliarity with the test format.

Excellent performance in Algebra & Geometry is due to the strategic placement of an experienced teacher. Consistent tutorials in Math, Algebra, and Geometry before/after school and Saturdays.

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

Based on our FY23 FAST PM3 Data in comparison with the FY22 FSA Data; we saw a increase in achievement overall for Math Civics (+4), Acceleration (?), Science (+2), and various ESSA subgroups as seen below.

Achievement Year

21/ 22/ 23

ELA Multi-Racial 33/ 38/ 41

Math

Multi-Racial 26/ 40/ 52

ELL 12/ 15/ 16

FRL 12/ 19/ 26

Algebra 44/82/85

Geometry 100/60/100

Strategic placement of an experienced teacher in Algebra and Geometry. Consistent tutorial in Math, Algebra and Geometry before/after school and Saturdays. Math department had the highest number of experienced teachers.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

- Level 1 State Assessments ELA & Math
- Reading Deficiency

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Continue double down model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups.

Continue push in model for ELA and Math block for SWDs and ELLs

ELA Achievement Growth for SWD & Blacks- Ensuring learning gains & progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.

We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on:

- Work together to develop trust, build common understanding and language, to support an appropriate level of transparency
- Learn from one another and give constructive feedback through a safe protocol that can move the work forward
- Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice
- Communicate with and gather input from students, parents, and community partners about reform efforts

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 Teacher Retention and Recruitment

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.

In alignment with the District's Strategic Plan, CMS aspires to ensure academic excellence and growth for all students in an equitable and safe environment. This area of focus aligns directly with CMS' Academic Framework to increase student growth for all students and close the achievement gaps for our ESSA identified subgroups Black, Hispanic, Multiracial, ELL, SWD, and FRL.

Measurable Outcome:

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

Student Learning Outcomes

50 % of the students: August 2023 to May 2024 :
will make learning gains as measured by the 2024 ELA PM3 .

65 % of the students: August 2023 to May 2024
will make learning gains as measured by the 2024 Math PM3.

February 2024 May 2024
ELA -PM2 PM3
increase by 9% increase by 10%

Math - PM2 PM3
increase by 7% increase by 7%

Teacher Practices 70% of teacher will utilize Instructional 100% of teacher will utilize
strategies for student engagement instructional strategies for student
engagement

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

Our 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.

Monitoring:

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

Our FY24 Monitoring strategies:

Teachers:

Informal: pulse checks, exit tickets, technology (Kahoot, Peardeck, Lumio, Nearpod), reading logs, data chats

Formal: assessments- FSQ, USA, PBPA, FAST PM 1 & 2,

Administration:

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, FSQ, USA, Reading Plus Insight, Reading and Common Assessment Data.

Person responsible for monitoring outcome:

Cameron Simmons (cameron.simmons@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. Required Instruction Florida State Statute 1003.42 and Policy 2.09
2. Ron Clark...
3. Schoolwide Discipline Plan
4. SWPBS/CHAMPS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

Ron Clark...

2. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
3. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.
4. CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations
5. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.

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. 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:
1003.42
(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.

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

By When: Required instruction and the details in Policy 2.09 will begin immediately at the start of the new year and continue through June 2024.

School-wide Discipline Plan/Ron Clark

a. Cafeteria assemblies are conducted to review expectations

b. Teachers reinforce expected behaviors in and out of the class through positive rewards

c. Trimester celebrations are held

d. Weekly House meetings are conducted to motivate and team building

e. Ongoing student recognition through the use of the RCA app.

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

By When: August 2023-May 2024

SwPBS/Champs:

o Provide teachers with professional development to understand

Ensure all expectations are clearly explained and understood

o Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching

o Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms

o Monitor executions and implementation with fidelity.

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

By When: August 2023-May 2024

#2. Instructional Practice specifically relating to Student Engagement

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.

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. This area of focus aligns directly with CMS' Academic Framework to increase student academic growth and close the achievement gaps for the following subgroups:

Black, Hispanic, Multiracial, ELL, SWD, and FRL

Our data shows FY21 versus FY22 versus FY23 PM3

Note: FY23 no data available for Learning Gains & Lowest 25%

Achievement Learning Gains Lowest 25%

Year 21/ 22/ 23 21/ 22/ NA 21/ 22/ NA

ELA 21/ 31/ 22 32 /37 30/32

Black 21/ 28/ 21 33/33 32/29

Hispanic 25/ 36/ 17 26 /45 22/37

Multi-Racial 33/ 38/ 41 NA /28

ELL 13/ 18/ 06 34/32 34/28

SWD 16/ 17/ 07 23/32 26/30

FRL 26/ 29/ 20 31/35 31/30

Math 21/ 29/ 27 22/47 29/51

Black 18/ 26/ 26 21/26 28/50

Hispanic 21/ 32/ 26 22/47 28/52

Multi-Racial 26/ 40/ 52 15/38

ELL 12/ 15/ 16 25/40 36/44

SWD 19/ 27/ 14 21/46 23/49

FRL 12/ 19/ 26 25/38 36/41

Science 24/ 21/ 23

Black 20/ 21/

Hispanic 23/ 17

Multi-Racial

ELL 8/ 11

SWD 15/ 20

FRL 23/ 15

Civics 36/ 49/ 53

Black 40/ 56

Hispanic 24/ 37

Multi-Racial /46

ELL 26/ 37

SWD 21/ 51

FRL 37/ 34

Acceleration 46/ 67/

Measurable Outcome:

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

Student Learning Outcomes

50 % of the students: August 2023 to May 2024
will make learning gains as measured by the 2024 ELA PM3.

65 % of the students: August 2023 to May 2024
will make learning gains as measured by the 2024 Math PM3.

February 2024 May 2024
ELA -PM2 PM3
increase by 9% increase by 10%

Math - PM2 PM3
increase by 7% increase by 7%

Teacher Practices By February 2024, 80% of teachers will utilize engagement strategies outlined in the CMS Instructional Framework as measured by the Walkthrough Tool.

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

Our 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.

Monitoring:

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

Our FY24 Monitoring strategies:

Teachers:

Informal: pulse checks, exit tickets, technology (Kahoot, Peardeck, Lumio, Nearpod), reading logs, data chats

Formal: assessments- FSQ, USA, PBPA, FAST PM 1 & 2,

Administration:

Non-evaluative Walkthroughs with specific feedback. Strategic focus on student behaviors and engagement. Review of collaborative Support Logs for ELL and ESE Teachers, Review of Coaching Logs, SIP Objectives via the CMS Monitoring Matrix, FSQ, USA, Reading Plus Insight, Reading and Common Assessment Data.

Person responsible for monitoring outcome:

Denise O'Connor (denise.oconnor@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. 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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. AVID strategies will enable students to think critically for themselves. Students build a deeper understanding of the critical content within each standard and or benchmark.
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.

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.

Literacy strategies to support academics in all content area to include Annotation and RACE Strategies.

New teachers and support staff members attended training and were introduced to the school wide strategies

ELA department attends training with data review and BEST standards introduction

Social Studies and Science teachers will attend Content Literacy Training with district personnel.

All Teachers attend Training on Single School Culture for Academics and were introduced to the school-wide strategies

ELA & Reading teachers will continue to attend Professional Development on BEST Standards from district secondary Literacy personnel in their PLC groups.

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)

By When: Literacy strategies will begin immediately at the start of the school year and will continue through the end of the year.

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

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

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

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

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)

By When: AVID will begin immediately at the start of the school year and will continue through the end of the year.

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)

By When: Small Groups will be developed within the first two weeks of the start of the school year and will continue through the end of the year.

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)

By When: Student Portfolios will be developed within the first two weeks of the start of the school year and will continue through the end of the year.

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)

By When: By the end of the Fy24 school year, every student will complete at least 1 STEAM Project.

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).

IV. CSI, TSI, and ATSI Resource Review

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. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a

session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. 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.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

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.

Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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))

Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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)

Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website. A

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))

Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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: Teacher Retention and Recruitment				\$28,105.60
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	1581 - Congress Community Middle Schl	UniSIG		\$4,404.00
			Notes: Staff will attend the BSI summer Institute to build capacity in School Improvement. Out of County Travel: \$180 transportation + \$777.00 lodging + \$144 per diem x 4 attendees = \$4,404.			
	6400	330	1581 - Congress Community Middle Schl	UniSIG		\$13,737.60
			Notes: AVID College Readiness System will help close the opportunity gap by preparing all students for college readiness and success in a global society. Teachers will attend the AVID Summer Institute on June 17-19, 2024 in Orlando, FL to learn how to implement AVID strategies in their classrooms. Out of County Travel: \$1,050 registration + \$200 transportation + \$931.60 lodging + \$108 per diem = \$2,289.60 x 6 attendees = \$13,737.60.			
	6400	120	1581 - Congress Community Middle Schl	UniSIG	0.09	\$5,000.00
			Notes: Teacher salaries for collaborative planning - lesson planning and data analysis in ELA and Math. Salaries: 20 teachers x 1 day per week x 1 hour per day x 10 weeks x \$25 per hour = \$5,000. SDPBC Code 180.			

	6400	200	1581 - Congress Community Middle Schl	UniSIG		\$2,464.00
			<i>Notes: Benefits for collaborative planning: \$7,500 x 32.85% = \$2,464. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	6400	120	1581 - Congress Community Middle Schl	UniSIG	0.04	\$2,500.00
			<i>Notes: Teacher salaries for collaborative planning - lesson planning and data analysis in Science and Social Studies. Salaries: 20 teachers x 1 day per week x 1 hour per day x 5 weeks x \$25 per hour = \$2,500. SDPBC Code 180.</i>			
2	III.B.	Area of Focus: Instructional Practice: Student Engagement				\$66,894.40
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1581 - Congress Community Middle Schl	UniSIG		\$35,783.12
			<i>Notes: Instructional materials will be utilized to increase student engagement and allow for real time checking for understanding - 1,034 student whiteboards x \$9.83 = \$10,164.22; 899 student whiteboard markers x \$2.80 = \$2,517.20; 450 whiteboard erasers x \$9.83 = \$4,423.50; 100 anchor chart paper x \$46.66 = \$4,666.00; Classroom Libraries \$13,760.40; Pens, pencils, paper \$251.80. Total = \$35,735.12.</i>			
	5100	120	1581 - Congress Community Middle Schl	UniSIG	0.22	\$12,488.00
			<i>Notes: Morning, afterschool, & Saturday tutorials for ELA and math during starting October 2023. Salaries for certified teachers: 10 tutors x 3 days per week x 2.5 hours per day x 4.5 weeks x \$37 per hour = \$12,488.00. SDPBC Code 180.</i>			
	5100	200	1581 - Congress Community Middle Schl	UniSIG		\$4,102.00
			<i>Notes: Benefits for tutorials: \$12,488.00 x 32.85% = \$4,102.00 Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	5100	369	1581 - Congress Community Middle Schl	UniSIG		\$9,540.00
			<i>Notes: Online subscriptions will provide students with engaging reinforcement or remediation of concepts - Nearpod and Flocabulary (all content areas) school license = \$9,540.00. SDPBC Code 360.</i>			
	6400	730	1581 - Congress Community Middle Schl	UniSIG		\$535.00
			<i>Notes: Virtual Conference/Webinar: Staff development to increase student engagement with BrainPop Science. Total = 535.</i>			
	6400	310	1581 - Congress Community Middle Schl	UniSIG		\$2,590.00
			<i>Notes: Professional/technical Services (not a sub-agreement): BrainPop Science one-day on-site training to increase student engagement with the standards. Total = \$2,590.</i>			
	6150	510	1581 - Congress Community Middle Schl	UniSIG		\$1,856.28
			<i>Notes: Family Engagement Supplies: Take-home pouches to assist with student learning in the home. 372 x \$4.99 = \$1,856.28.</i>			
					Total:	\$95,000.00

Budget Approval

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

No