

The School District of Palm Beach County

CONNISTON MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

James Thomas

james.thomas@palmbeachschools.org

Position Title

School Principal

Job Duties and Responsibilities

The principal works closely with staff to ensure effective implementation of MTSS and SIP support, overseeing the execution and monitoring of strategies that drive continuous school improvement. They guide instruction using best practices and district-recommended materials, while deepening the school community's understanding of academic standards and fostering a shared vision of success

aligned with college and career readiness. The principal is also responsible for hiring and retaining highly qualified staff, using data to inform decisions on instruction, professional development, and student performance. Proactively addressing instructional challenges, the principal prioritizes efforts that have the greatest impact on improving teaching and learning.

Leadership Team Member #2

Employee's Name

Frances Rivera

frances.rivera@palmbeachschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The School Administrator leads the Science, ESOL, Physical education and technology departments, focusing on enhancing teaching practices through coaching, professional development, modeling, and collaborative planning. They manage unit assessments, gap testing, and instructional cycles for these subjects, actively participating in department PLCs. Additionally, the administrator oversees Title I programming and budget, including scheduling, staffing, data management, student tutorial programs, payroll, and parent communication and workshops, ensuring compliance with federal funding requirements. They manage school-wide tutorial programs, handling data analysis, staffing, materials, and payroll, while also facilitating school improvement planning and Title I comprehensive needs assessments. The administrator manages transportation arrangements, supervises lunch duty, supports parent and staff workshops to strengthen school-parent partnerships, and fosters a learning environment that maximizes student achievement. By collaborating with teachers to assess student performance and review action plans for remediation or acceleration, they work to improve student outcomes, while ensuring the safety and security of all students, staff, visitors, and property

Leadership Team Member #3

Employee's Name

Javier Ortolaza

javier.ortolaza@palmbeachschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The School Administrator leads the Social Studies, dual language, AVID, Spanish, Latinos in Action teachers and school counselors, enhancing teaching practices through coaching, professional

development, modeling, and collaborative planning. They manage unit assessments, gap testing, and instructional cycles across all subjects, while coordinating the school-wide master schedule with school counselors. Additional responsibilities include supervising lunch duty. The administrator initiates professional training programs to help teachers effectively integrate ESOL strategies, focusing on areas such as professional learning communities, interdisciplinary unit development, and current pedagogy and assessment practices. They ensure the learning environment and classroom instruction optimize student learning, collaborate with teachers to assess and improve student achievement, and review action plans for remediation or acceleration. Lastly, they oversee the safety and security of all students, staff, visitors, and property.

Leadership Team Member #4

Employee's Name

Derwin Gatlin

derwin.gatlin@palmbeachschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal, serving as the Principal Designee, leads the Mathematics and ESE departments, focusing on improving teaching practices through coaching, professional development, modeling, and collaborative planning. As the School Safety Coordinator, they oversee unit assessments, gap testing, instructional cycles, and implement data-driven instructional practices, facilitating discussions on student performance. Their duties also include participating in department PLCs, managing facilities maintenance, overseeing textbook inventory and picture bids, and supervising lunch duty. The assistant principal ensures the learning environment maximizes student achievement by collaborating with teachers to assess, plan remediation or acceleration activities, and review action plans. Additionally, they are responsible for maintaining the safety and security of students, staff, visitors, and property.

Leadership Team Member #5

Employee's Name

Joshua Widerman

joshua.widerman@palmbeachschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The School Administrator oversees the English Language Arts and Reading departments, focusing on improving teaching practices through coaching, professional development, modeling, and collaborative planning. They work closely with the Department Leader to manage unit assessments, gap testing, and instructional cycles, while also coordinating the school-wide master schedule in partnership with school counselors. This includes overseeing the scheduling process, maintaining and updating student information, processing schedule changes, managing class sizes, and designing the master course schedule. The administrator supervises school-wide testing and lunch duty, ensuring that the learning environment and instruction maximize student achievement. They collaborate with teachers to assess student performance, identify areas for growth, and review action plans for remediation or acceleration. Additionally, they are responsible for the safety and security of students, staff, visitors, and property.

Leadership Team Member #6

Employee's Name

Erin Vaughan

erin.vaughan@palmbeachschools.org

Position Title

Dean of Students

Job Duties and Responsibilities

The Student Conductor Lead oversees the SBT/504 caseload, providing individual and group counseling sessions to support students' academic and career growth using modern counseling techniques and mentoring strategies. They work closely with teachers, parents, and community organizations to address student needs in SBT or child study meetings. Responsibilities include completing and analyzing student evaluations, offering targeted feedback to address diverse behavioral and mental health concerns. Additionally, the Student Conductor Lead collects, interprets, and analyzes student data to inform program development, individual student planning, and college/career guidance. They also provide resources, referrals, and consultations to teachers, families, and community agencies.

Leadership Team Member #7

Employee's Name

Kristen Bray

kristen.bray@palmbeachschools.org

Position Title

Staff PD Resource Teacher

Job Duties and Responsibilities

Leads all International Baccalaureate (IB) initiatives, including high school programs, by creating interdisciplinary units, syllabus outlines, and assessment materials, and ensuring MYP requirements are met. Supports teachers with literacy pacing and implements a comprehensive coaching cycle, including demonstration lessons for advanced training and effective use of instructional materials. Provides on-site staff development to introduce adaptive technology and ensure standards alignment. Acts as a resource for instructional strategies and interventions to enhance student achievement. Collaborates with PYP and MYP coordinators across the district to ensure a seamless IB program continuum from elementary to high school. Initiates professional training programs to help staff develop and implement IB unit plans, focusing on professional learning communities, interdisciplinary development, and contemporary pedagogy.

Leadership Team Member #8**Employee's Name**

Mildred Zephyr

mildred.zephyr@palmbeachschools.org

Position Title

ESOL Contact

Job Duties and Responsibilities

The ESOL Contact assists school staff in ensuring ESOL program compliance and supports ESOL Resource teachers with implementing school-based services. They collaborate with community agencies to help families access resources and manage LEP student assessment and placement procedures. Responsibilities include conducting demonstration lessons and supporting teachers in providing comprehensible instruction for LEP students. The ESOL Contact coordinates recordkeeping requirements, establishes data collection and reporting systems to assess student progress, and ensures overall compliance with ESOL program standards.

Leadership Team Member #9**Employee's Name**

Ivelise Crespo

ivelise.crespo@palmbeachschools.org

Position Title

ESE Contact

Job Duties and Responsibilities

The ESE Contact oversees the caseload of ESE students, assisting teachers and staff with

coordinating ESE and related services. They organize and facilitate IEP meetings, ensuring all necessary participants are present. Collaborates with teachers to recommend strategies and accommodations to meet individual IEP goals and provides families with information on IDEA Procedural Safeguards. Builds and maintains cooperative relationships with students, parents, teachers, counselors, and related service providers. Leads child study team meetings and participates in SBT meetings, reviewing student IEPs, education plans, FBAs, BIPs, and referrals, and analyzing data for problem-solving. Works with general and special education teachers to develop and implement goals and interventions for Tier II and Tier III students, assessing the effectiveness of these interventions. Conducts regular monitoring and supervision with ESE case managers, support facilitators, BIAs, and paraprofessionals to ensure positive student outcomes.

Leadership Team Member #10

Employee's Name

Amber Christon

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Position Title

Behavior Health Professional

Job Duties and Responsibilities

As a liaison between the school and district community partnerships, this role coordinates referrals to provide students with mental and emotional health support, offers counseling, and teaches coping strategies. Responsibilities include organizing support groups to help students manage mental health challenges, providing short-term case management, and conducting regular check-ins. The position also involves consulting with parents, teachers, and other stakeholders on student needs, including academic performance and behavior. In crisis situations, the role requires intervening to ensure the safety of students and staff.

Leadership Team Member #11

Employee's Name

Judith Vincent

judith.vincent@palmbeachschools.org

Position Title

AVID Coordinator

Job Duties and Responsibilities

Directs all AVID program initiatives and develops a comprehensive student recruitment plan. This includes collecting test and grade data, collaborating with feeder schools, scheduling informational

assemblies, distributing applications, and organizing student interviews, fundraisers, and parent workshops. Recruits content area teachers for AVID methodology training, ensures AVID students are placed with Path-trained teachers, and facilitates site team meetings to ensure effective implementation of strategies. Supports elective teachers with training and the integration of Tutorials, coordinates school-wide training and lesson studies using AVID methodologies, and plans and leads regular site team meetings.

Leadership Team Member #12

Employee's Name

Eileen Aviles

eileen.aviles@palmbeachschools.org

Position Title

PBIS Coordinator

Job Duties and Responsibilities

Oversees school-wide Positive Behavior Support (SwPBS) initiatives and facilitates monthly SwPBS team meetings. Delivers high-quality training across all three tiers of PBIS universal, secondary, and tertiary. Monitors and analyzes student behavioral data from the school database, including office discipline referrals, suspensions, and climate survey trends. Leads discussions with the SwPBS site team to examine data patterns and develop strategies for improving outcomes.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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, we conduct both internal and external reviews of data related to lagging and leading indicators, stakeholder experiences, needs, and preferences, as well as available resources and support. This process involves continuous feedback and strategic planning with all stakeholders—leaders, teachers, families, and students—focusing on academic and behavioral data trends to monitor leading indicators aligned with our key goals.

The School Advisory Council (SAC), comprising the principal, SAC chair, secretary, parents, students,

teachers, and community/business representatives, provides targeted advice on the School Improvement Plan (SIP), parental involvement, technology, and marketing.

Parent Training workshops, led by our Title I contact, school counselors, Behavioral Health Professionals, ESOL and ESE Coordinators, as well as the administrative team, equip families with tools and guidance to support their children's education.

The ESOL Coordinator collaborates with the District's multicultural department to ensure effective implementation of programs for English Language Learners, improving their outcomes. Additionally, the District Migrant Liaison works with the ESOL Coordinator to offer supplemental support services for migrant families, enhancing the broader school-wide support network.

The School Behavioral Health Professional (SBHP) addresses students' behavioral and mental health needs in collaboration with school counselors. Established in 2019 under the Marjory Stoneman Douglas High School Public Safety Act, the SBHP role aims to increase mental health resources in schools.

For safety and security, a district officer is present daily, the school has a single entry point, and the Fortify Florida application is installed on all computers, with students informed during assemblies. The Raptor System is used for visitor check-in before accessing classrooms or attending school events.

School Counselors collaborate with families and the District McKinney-Vento Liaison to ensure students and families experiencing hardship receive the necessary support, including information about external agencies. This assistance complements the school's general support network.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) is a dynamic living document that reflects our ongoing commitment to continuous improvement. It is regularly updated throughout the year to accurately document our progress and ensure alignment with our goals. Continuous improvement is central to our mission, and we collaborate as a team to review and analyze data, making informed decisions to provide all students with the support and accommodations they need during instruction. Our team focuses on the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis • Developing action steps toward improvement
- Fostering a collaborative culture for shared decision-making
- Supporting professional learning and development

To monitor progress effectively, our leadership team employs a variety of strategies, including:

- Reviewing lesson plans
- Conducting data analysis
- Performing classroom walks
- Tracking student attendance
- Holding data chats
- Conducting formal observations
- Monitoring Professional Learning Communities (PLC) attendance and participation
- Analyzing formative and summative assessments, as well as technology use

Teachers follow the district's curriculum scope and sequence as outlined in the Palm Beach County Blender resource. This ensures they adhere to a structured timeline and have the necessary resources to deliver quality instruction on the mandated curriculum. Frequent monitoring allows us to adjust instructional focus, addressing deficiencies before they become significant and tailoring instruction to meet individual student needs, ultimately boosting achievement.

Targeted remediation plans and ongoing monitoring will be implemented for our ESSA subgroups, specifically Students with Disabilities (SWD). Throughout the year, we will monitor mastery of grade-level benchmarks using a variety of assessments, including 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. Unit assessments will occur at the end of each instructional unit, and FAST assessments will take place three times a year (PM's 1, 2, & 3) for English Language Arts and once or twice annually for Algebra I and Geometry.

The annual WIDA ACCESS test is administered to English Language Learners (ELL) to assess their proficiency in speaking, listening, reading, and writing. Teachers, guided by the ESOL Coordinator, receive training to analyze the results and apply differentiated instruction based on the data.

The FAA is administered annually to ESE students to assess their proficiency in English Language Arts, Mathematics, Science, and Social Studies across various levels. These levels include Access

Points for students with significant cognitive disabilities, which are aligned with the Florida Standards but tailored to meet individual learning needs. Teachers, trained by the ESE Coordinator, use the data from these assessments to modify and differentiate instruction to support each student's unique educational plan.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							360	367	366	1,093
Absent 10% or more school days							69	46	118	233
One or more suspensions							72	87	91	250
Course failure in English Language Arts (ELA)							29	23	20	72
Course failure in Math							26	33	72	131
Level 1 on statewide ELA assessment							97	110	127	334
Level 1 on statewide Math assessment							99	104	97	300
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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							115	120	156	391

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	1	1
Students retained two or more times							0	1	0	1

Prior Year (2024-25) As Last 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 school days							76	56	67	199
One or more suspensions							20	66	82	168
Course failure in English Language Arts (ELA)								26	15	41
Course failure in Math								47	57	104
Level 1 on statewide ELA assessment							96	112	133	341
Level 1 on statewide Math assessment							104	93	124	321
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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							132	115	150	397

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year									2	2
Students retained two or more times								1	1	2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	48	62	58	46	57	53	36	51	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	54	62	59	56	61	56			
ELA Lowest 25th Percentile	59	57	52	52	54	50			
Math Achievement*	51	67	63	49	64	60	43	59	56
Math Learning Gains	52	67	62	61	68	62			
Math Lowest 25th Percentile	52	59	57	61	63	60			
Science Achievement	39	55	54	36	52	51	32	50	49
Social Studies Achievement*	63	76	73	62	70	70	58	68	68
Graduation Rate									
Middle School Acceleration	65	80	77	66	74	74	63	76	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	51	50	53	51	49	49	28	37	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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	534
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
53%	54%	43%	50%	38%		50%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	36%	Yes	6	
English Language Learners	45%	No		
Black/African American Students	46%	No		
Hispanic Students	54%	No		
Multiracial Students	48%	No		
White Students	55%	No		
Economically Disadvantaged Students	52%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	48%		54%	59%	51%	52%	52%	39%	63%	65%			51%
Students With Disabilities	26%		46%	54%	28%	45%	49%	23%	44%	32%			15%
English Language Learners	33%		50%	58%	38%	50%	50%	25%	53%	37%			51%
Black/African American Students	39%		51%	45%	42%	54%	57%	25%	57%	41%			
Hispanic Students	48%		56%	64%	50%	51%	54%	39%	63%	62%			51%
Multiracial Students	50%		50%		60%	30%							
White Students	52%		49%	41%	59%	55%	42%	47%	66%	83%			56%
Economically Disadvantaged Students	45%		53%	57%	48%	52%	53%	36%	60%	58%			58%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	46%		56%	52%	49%	61%	61%	36%	62%	66%			51%
Students With Disabilities	18%		45%	54%	25%	48%	57%	13%	37%	42%			33%
English Language Learners	30%		53%	50%	40%	63%	63%	24%	48%	38%			51%
Native American Students	33%		67%		42%	50%							
Black/African American Students	30%		44%	48%	35%	52%	55%	18%	53%	50%			
Hispanic Students	46%		56%	51%	50%	62%	61%	37%	64%	66%			53%
Multiracial Students	80%		80%										
White Students	60%		67%	63%	58%	63%	73%	52%	59%	67%			
Economically Disadvantaged Students	44%		56%	53%	47%	60%	59%	33%	61%	64%			47%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%			28%
Students With Disabilities	16%				25%			20%	42%				16%
English Language Learners	19%				31%			12%	47%	32%			25%
Asian Students	64%				70%								
Black/African American Students	26%				30%			24%	48%	56%			18%
Hispanic Students	36%				44%			32%	58%	60%			25%
Multiracial Students	36%				36%								
White Students	50%				52%			37%	70%	86%			
Economically Disadvantaged Students	34%				39%			28%	57%	59%			25%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	46%	62%	-16%	60%	-14%
ELA	7	46%	60%	-14%	57%	-11%
ELA	8	39%	56%	-17%	55%	-16%
Math	6	38%	65%	-27%	60%	-22%
Math	7	19%	42%	-23%	50%	-31%
Math	8	51%	65%	-14%	57%	-6%
Science	8	37%	51%	-14%	49%	-12%
Civics		59%	72%	-13%	71%	-12%
Algebra		75%	57%	18%	54%	21%
Geometry		97%	55%	42%	54%	43%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

ELA FSA Historical Trend data: SY18: 49%; SY19:45%; SY20: No FSA; SY21:37%; SY22:41%; SY23: 36%; **SY24: 46%; SY25: 48%**

LG: SY18: 52%; SY19: 45%; SY20: No FSA; SY21: No Score; SY22: 48%; SY23: No Score; SY24: 56%; SY25: 54%

L25%: SY18: 44%; SY19: 35%; SY20: No FSA; SY21: No Score; SY22: 37%; SY23: No Score; SY24: 52%; SY25: 59%

SY25 ELA FAST: Grade 6 - 51%; Grade 7 - 49%; Grade 8 - 43%

SY24 ELA FAST: Grade 6 - 38%; Grade 7 - 36%; Grade 8 - 45%

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

Math FSA Historical Trend data: SY18: 51%; SY19: 50%; SY20: No FSA; SY21:29%; SY22:44%; SY23:43%; **SY24: 49%; SY25: 51%**

LG: SY18: 54%; SY19 LG: 47%; SY20 LG: No FSA; SY21 LG: No Score; SY22 LG: 58%; SY23: No Score; SY24: 61%; SY25: 52%

L25%: SY18: 49%; SY19: 45%; SY20: No FSA; SY21: No Score; SY22: 57%; SY23: No Score; SY24: 61%; SY25: 52%

SY25 MATH FAST Baseline data: Grade 6 - 53%; Grade 7 - 50%; Grade 8 - 50%

Algebra: 75%; **Geometry:** 97%

SY24 MATH FAST Baseline data: Grade 6 - 38%; Grade 7 - 24%; Grade 8 - 48%

Algebra: 85%; **Geometry:** 91%

SY23 MATH FAST Baseline data: Grade 6 - 33%; Grade 7 - 16%; Grade 8 - 46%

Algebra: 80%; **Geometry:** 90%

Science Historical Trend data: SY18: 44%; SY19: 39%; SY20: No FSA; SY21: 32%; SY22:37%; SY23: 29%; **SY24: 36%; SY25: 39%**

Civics Historical Trend data: SY18: 64%; SY19: 64%; SY20: No FSA; SY21: 45%; SY22: 58%; SY23: 50%; **SY24: 62%; SY25: 63%**

ESSA Groups: Students with Disabilities

ESSA SWD ELA Historical Trend:

SY25: 26%; SY24: 18%; SY23: 16%; SY22 17%

ESSA SWD Math Historical Trend:

SY25: 28%; SY24: 25%; SY23: 25%; SY22 21%

ESSA SWD Science Historical Trend:

SY25: 23%; SY24: 13%; SY23: 20% ; SY22 14%

ESSA SWD SS Historical Trend:

SY25: 44%; SY24: 37%; SY23: 42%; SY22 43%

SY25 Middle School Acceleration: 65%

SY24 Middle School Acceleration: 66%

SY23 Middle School Acceleration: 63%

Based on the SY25 data, we observed an increase in performance across all disciplines compared to SY24. ELA improved from 46% to 48%, Math from 49% to 51%, Science from 36% to 39%, and Social Studies from 62% to 63%. The most significant increase was in Science, which improved by 3%. We improved performance across all disciplines, thanks to several key strategies. Strategic common planning, data-driven Professional Learning Communities (PLCs), and focused note-taking played crucial roles in this success. The implementation of targeted departmental strategies and pull-out interventions during the school day, coupled with after-school tutorials, further supported student progress. We developed and executed remediation action plans with fidelity, ensuring targeted support for student success. Additionally, our data-driven common planning, aligned with the rigorous B.E.S.T. Florida standards, enabled us to differentiate instruction effectively and accelerate students toward grade-level proficiency and improved learning outcomes.

ESSA Subgroup: SWD

Based on data analysis, we aimed to improve the performance of students with disabilities in all disciplines by implementing evidence-based practices such as differentiated instruction and UDL. Progress was tracked through regular assessments (such as PM1, PM2, PM3, and USAs) and IEP goal reviews to ensure enhanced access, engagement, and content mastery. Tailoring instruction to meet students' individual learning needs enhancing their ability to understand complex concepts. This personalized approach boosted student engagement, particularly in subjects that involve higher-order thinking skills.

Lowest Performance

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

ESSA Groups: English language learners (LY)

ELL ELA Historical Trend:

SY25: 9%; SY24: 9%

ELL Math Historical Trend:

SY25: 28%; SY24: 30%

ELL Science Historical Trend:

SY25: 14%; SY24: 22%

ELL SS Historical Trend:

SY25: 22%; SY24: 26%

The low performance of English Language Learners (LY) last year can be attributed to several key factors, including ongoing language proficiency barriers that limit students' ability to access and demonstrate understanding of grade-level content. Many LY students struggle with academic vocabulary and reading comprehension, which significantly impacts their performance across all subject areas. Instruction often lacks the necessary scaffolds and targeted interventions to support both language development and content mastery. Additionally, inconsistent use of data to drive instruction and limited teacher training in strategies for multilingual learners have further contributed to these challenges. The data trends show stagnation in ELA proficiency at 9% for both SY24 and SY25, a slight decline in Math from 30% to 28%, and more significant drops in Science (22% to 14%) and Social Studies (26% to 22%). These trends highlight a continued need for systemic support, professional development, and strategic interventions to address the unique needs of English learners and improve their academic outcomes.

Greatest Decline

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

The data component showing the greatest decline from the prior year is in our ESSA ELL subgroup for Science and Social Studies. Science decreased by 8 percentage points, from 22% in SY24 to 14% in SY25, while Social Studies (Civics) declined by 4 percentage points, from 26% to 22%. The significant drop in Science performance can be attributed to the cumulative nature of the assessment, which covers three years of content, with 70% of the standards stemming from 6th and 7th grades. Many ELL students require additional time and language support to master this content. The lack of ELL support facilitators to provide targeted instruction and accelerated review has limited students'

ability to access and retain key science concepts. In both Science and Civics, the need for small group instruction is critical to offer personalized learning opportunities. Additionally, improved differentiated instruction is necessary to meet the diverse academic and linguistic needs of ELL students. Specifically in Civics, support facilitators are essential to help build content-specific vocabulary and reading comprehension skills, both of which are foundational to student success on the assessment.

Greatest Gap

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.

Math and Science show significant differences compared to state performance. Science has an 11% gap, while 6th grade Math has a 22% gap, 7th grade Math has a 31% gap, and 8th grade Math has a 4% gap. To address fluency gaps, we recognize that small-group instruction and adaptive technology play a crucial role. We will enhance small-group instruction by incorporating guided practice, peer tutoring, and differentiated tasks tailored to various proficiency levels. Additionally, we implement adaptive technology by using interactive software that adjusts task difficulty, fluency-building apps with personalized learning paths, and assistive tools like text-to-speech or speech-to-text technology. By integrating these strategies, we provide personalized, engaging, and responsive support to effectively bridge fluency gaps.

EWS Areas of Concern

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

Almost one-third of the school is scoring at Level 1 on the statewide ELA and Math assessments.

We will also monitor student attendance rates, as regular attendance is linked to higher achievement levels.

Our school will integrate content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii) into the curriculum, including:

- History of the Holocaust
- History of Africans and African Americans
- History of Asian Americans & Pacific Islanders
- Health Education, Life Skills & Social Media
- Hispanic Contributions
- Women's Contributions
- Civic & Character Education
- Sacrifices of Veterans and the value of Medal of Honor recipients

Additionally, we will implement a K-12 character-development program covering topics such as

patriotism, responsibility, citizenship, kindness, respect for authority, honesty, charity, self-control, tolerance, and cooperation. Our curriculum will also emphasize multicultural diversity in both academic subjects and the arts.

Highest Priorities

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

To enhance the performance of ESSA subgroups, specifically English language learners (LY), the following strategies will be implemented:

1. **Professional Development on AVID Strategies and Small Group Instruction:** Provide targeted professional development that focuses on differentiated instruction and small-group strategies. This training will equip educators with AVID methods to support struggling students and utilize data-driven instruction effectively.
2. **Tiered Instruction:** Implement flexible or small-group instruction tailored to specific areas of difficulty identified through informal and formal data. Utilize dynamic grouping strategies to allow students to collaborate with peers based on their needs and strengths.
3. **Data-Driven PLCs Focused on Differentiated Instruction:** Facilitate data-driven Professional Learning Communities (PLCs) across all disciplines, concentrating on differentiated instruction. Break down complex tasks into manageable steps and offer targeted support to build student confidence and skills progressively. Design tasks with varying levels of complexity to meet students' readiness, and employ diverse instructional materials such as texts at different reading levels, multimedia resources, and manipulatives to address various learning styles.
4. **Adaptive Technology and Software Learning Tools:** Integrate adaptive technology and software that adjust to individual skill levels and provide personalized feedback, enhancing the learning experience for SWD.
5. **Extended Learning Opportunities:** Establish targeted tutoring sessions within each department to provide additional support and practice. These sessions will focus on subject-specific areas where students need improvement, offering personalized attention and tailored instruction to address individual needs.

In addition, we will adhere to the expectations of Policy 2.09 and the Required Instruction of Florida State Statute 1003.42. 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 and ensure a single school culture of excellence and appreciation of multicultural diversity for all.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ESSA Groups: Students with Disabilities

ESSA SWD ELA Historical Trend:

SY25: 26%; SY24: 18%; SY23: 16%; SY22 17%

ESSA SWD Math Historical Trend:

SY25: 28%; SY24: 25%; SY23: 25%; SY22 21%

ESSA SWD Science Historical Trend:

SY25: 23%; SY24: 13%; SY23: 20% ; SY22 14%

ESSA SWD SS Historical Trend:

SY25: 44%; SY24: 37%; SY23: 42%; SY22 43%

To enhance the performance of ESSA subgroups, specifically students with disabilities (SWD), we will implement a multi-faceted approach. This includes professional development focused on AVID strategies and small-group instruction, data-driven PLCs emphasizing differentiated instruction, and the integration of adaptive technology and software tools. We will offer tiered instruction through flexible small-group settings and establish extended learning opportunities with targeted tutoring sessions. This approach ensures that our SWDs receive tailored support through a combination of effective teaching strategies and personalized tools. Professional development equips educators with the necessary skills to address diverse learning needs, while data-driven PLCs facilitate targeted instructional adjustments. Adaptive technology provides individualized feedback, and tiered instruction offers specific interventions based on student needs. Extended learning opportunities offer additional practice and support, enhancing overall student achievement and engagement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ESSA Groups: Students with Disabilities

ESSA SWD ELA Historical Trend:

SY25: 26%; SY24: 18%; SY23: 16%; SY22 17%

ESSA SWD Math Historical Trend:

SY25: 28%; SY24: 25%; SY23: 25%; SY22 21%

ESSA SWD Science Historical Trend:

SY25: 23%; SY24: 13%; SY23: 20% ; SY22 14%

ESSA SWD SS Historical Trend:

SY25: 44%; SY24: 37%; SY23: 42%; SY22 43%

Our goal is to improve ESSA SWD subgroup overall from 36% to 41% across all disciplines. To achieve this, we will implement targeted interventions and evidence-based practices such as differentiated instruction, scaffolded content, and engagement in monthly data chats. We will also incorporate small-group and flexible grouping strategies, extended learning opportunities, and adaptive technology to support diverse learning needs. Additionally, tiered instruction and data chats will be used to tailor our approach based on ongoing progress and data analysis. By focusing on these strategies and closely monitoring progress through regular assessments and goal reviews, we aim to enhance overall student achievement and effectively address performance gaps, ensuring a significant increase in school-wide performance.

Student Learning Outcomes:

By February 2026, we will increase the overall percentage of student learning gains on the ELA Progress Monitoring by 4% or greater. This would bring us to at least the following performance ratings: 6th (35%) 7th (54%), or 8th (60%). By February 2026, we will increase the overall percentage of student learning gains on the Math Progress Monitoring by 4% or greater. This would bring us to at least the following performance ratings: 6th (43%) 7th (49%), 8th (55%).

Teacher Practice Outcomes:

By February 2026, 50% of our teachers will be effectively utilizing 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 2026, 90% of our teachers will be effectively utilizing 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 as proficient. By February 2026, 50% of our teachers in Tier 1 will transition to Tier 2 support from our coaches. By February 2026, 15% of our teachers in Tier 2 will transition to Tier 3 support from our coaches. By May 2026, 75% of our teachers in Tier 1 will transition to Tier 2 support from our coaches. By May 2026, 50% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To achieve desired outcomes for this Area of Focus, we will implement a comprehensive monitoring approach. This includes regular assessments such as FSQs (Formative Skill Quizzes) and USAs (Unit Summative Assessments), coupled with data chats to review and adjust instruction and interventions. We will evaluate the effectiveness of tiered instruction, small-group and flexible grouping, and adaptive technology to inform data-driven decisions for continuous improvement. Monitoring is essential for supporting student progress and enhancing school performance, using techniques like lesson plan reviews, data analysis, classroom observations, and attendance tracking. Regular classroom walkthroughs will be used to ensure proper conditions for learning, use of dictionaries and glossaries, board configuration, and student engagement. The School Principal, Assistant Principals, and other key leadership staff members will oversee this process to ensure effective implementation and impact.

Person responsible for monitoring outcome

James Thomas - School Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Implement Data-Driven Professional Learning Communities (PLCs) and Professional Development (PD) sessions to enhance instructional effectiveness by collaboratively analyzing student performance data, sharing best practices, and refining instructional strategies. Concurrently, use data to form small groups for tiered instruction, adjusting groups flexibly to provide personalized support and appropriate challenges for each student. This combined approach ensures that instructional practices are

evidence-based and tailored to meet diverse student needs, promoting continuous improvement in teaching and learning. 2. Small Group Instruction: Small group instruction targets specific student needs by providing focused, personalized teaching in groups of 4 to 6 students. This approach allows for tailored lessons, immediate feedback, and enhanced engagement. It is effective for reinforcing skills and addressing individual learning gaps. 3. Adaptive Technology: Integrate tools like Read 180 and Khanmigo that adjust to students' skill levels and provide personalized feedback. This technology offers individualized support and reinforces learning through interactive and engaging methods, catering to diverse learning needs. 4. Extended Learning Opportunities: Offer additional learning time beyond regular class hours through tutoring sessions and after-school programs. This intervention provides extra practice and support for students who need it, helping to reinforce concepts and improve overall academic performance.

Rationale:

1. Data-Driven Professional Learning Communities (PLCs) and Professional Development (PD): Implementing data-driven PLCs and PD sessions ensures instructional effectiveness by enabling educators to collaboratively analyze student performance data, share best practices, and refine strategies. This approach not only fosters continuous improvement in teaching but also facilitates the creation of small, flexible groups for tiered instruction, addressing diverse student needs with evidence-based practices and personalized support. 2. Small Group Instruction: Small group instruction provides targeted, personalized teaching in groups of 4 to 6 students, allowing for focused lessons and immediate feedback. This method effectively addresses individual learning gaps and reinforces skills, enhancing student engagement and promoting better academic outcomes. 3. Adaptive Technology: Integrating adaptive technology, such as Read 180 and Khanmigo, offers personalized feedback and adjusts to students' skill levels. This approach supports diverse learning needs through interactive, engaging methods, reinforcing concepts and providing individualized support to enhance student learning. 4. Extended Learning Opportunities: Providing additional learning time through tutoring sessions and after-school programs offers students extra practice and support beyond regular class hours. This intervention helps reinforce concepts, address learning gaps, and improve overall academic performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data-Driven Professional Learning Communities (PLCs) and Professional Development (PD)

Person Monitoring:

Administrative Team

By When/Frequency:

Ongoing: Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Schedule Regular PLC Meetings: Set up bi-weekly or monthly PLC meetings for teachers to review and analyze student performance data. 2. Plan PD Sessions: Organize PD sessions focused on data analysis, instructional strategies, and best practices. 3. Create Small Groups: Use performance data to form and adjust small groups for tiered instruction. 4. Monitor and Adjust: Regularly evaluate the effectiveness of instruction and make necessary adjustments based on data and feedback.

Action Step #2

Small Group Instruction and targeted support based on data

Person Monitoring:

Administrative Team & Department Leaders

By When/Frequency:

Ongoing: Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Identify Student Needs: Assess students to identify specific needs and create small groups accordingly. 2. Develop Targeted Lessons: Design and plan lesson materials tailored to the needs of each small group. 3. Implement Instruction: Conduct small group sessions focusing on personalized teaching and immediate feedback through more than 30 support facilitation regular ELA and Math classes, as well as sections of 8th science, 7th civics, and ALG 1 Honors. 4. Evaluate Progress: Monitor and assess student progress within small groups and adjust instruction as needed.

Action Step #3

Adaptive Technology

Person Monitoring:

Administrative Team & Department Leaders

By When/Frequency:

Ongoing: Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Implement adaptive technology tools such as Read 180 and Khanmigo that suit the learning needs of students. 2. Train Staff: Provide training for teachers and staff on how to effectively use adaptive technology in the classroom. 3. Integrate into Lessons: Incorporate adaptive technology into daily lessons and assignments. 4. Monitor Usage: Track student engagement and progress using the technology and make adjustments based on data and feedback.

Action Step #4

Extended Learning Opportunities

Person Monitoring:

Administrative Team & Department Leaders

By When/Frequency:

Ongoing: Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Schedule tutoring sessions and after-school programs focusing on subjects where students need extra support. 2. Hire and train tutors or program facilitators to provide targeted support. 3. Communicate with Families: Inform students and parents about available extended learning opportunities and encourage participation. 4. Assess Impact: Evaluate the effectiveness of extended learning sessions and adjust programs based on student progress and feedback.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

We will be monitoring course failures, student attendance and disciplinary infractions by grade level to support our efforts in enhancing academic performance. By establishing a formal structure for students to influence decisions on various modalities for remediation support and standards-based instruction, we aim to improve student outcomes in ELA and Math and align with the District's Strategic Plan, particularly a student-focused culture. Our instructional priority is to utilize trends in student data and work samples to identify learning needs and adjust instruction accordingly. Currently, we have:

Level 1 on statewide assessment:

- **Level 1 on Statewide Assessment ELA:** 6th grade (97), 7th grade (110), 8th grade (127), Total (334)
- **Level 1 on Statewide Assessment Math:** 6th grade (99), 7th grade (104), 8th grade (97), Total (300)

Disciplinary infractions:

- One or more suspensions: 6th grade (20), 7th grade (66), 8th grade (82), Total (168)

Student Absences 10% or more school days:

- 6th grade (76), 7th grade (56), 8th grade (67), Total (199)

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

State Assessment

Student Learning Outcomes:

By January 2026, we will increase by 3% the overall percentage of student learning gains on PM2 ELA.

By January 2026, we will increase by 3% the overall percentage of student learning gains on PM2 Math.

Student Learning Outcomes:

By May 2026, we will increase by 5% the overall percentage of student learning gains on PM3 ELA.

By May 2026, we will increase by 5% the overall percentage of student learning gains on PM3 Math.

Discipline

Student Outcomes:

Reducing the number of discipline referrals by 10% from 645 to 580, or less.

Attendance

Teacher practice outcomes: By December 2025, 80% of our teachers will positively reinforce student behaviors. By February 2026, 100% of our teachers will positively reinforce student behaviors.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To achieve our goals, we will monitor student progress by tracking the percentage of students who advance a level on PM2 and PM3 ELA and Math assessments, aiming for a 3% increase by January 2026 and a 5% increase by May 2026, respectively. We will also reduce discipline referrals by 5% by December 2025 and another 5% by year-end, while ensuring 80% of teachers positively reinforce student behaviors by December 2025, with a target of 100% by February 2026. By adhering to the continuous improvement model, regular data reviews and adjustments to instructional and behavioral strategies will support our efforts to improve student outcomes and teacher practices. 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 - School Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To achieve our lag measures, we will continuously monitor academic performance, student discipline, and attendance data, focusing specifically on our target subgroup. We will enhance our school community by implementing SwPBS SEL signature practices, conducting daily morning rituals, and using the Blue Marlin Insider. The Instructional Support team will analyze this data to identify target groups and develop differentiated lessons and activities for specific content areas. Resource teachers will design small group rotational cycles to provide targeted support for our ESSA subgroup (SWD), while teachers will create unit and lesson plans incorporating diverse resources and teaching methodologies to address the varied needs of all learners.

Rationale:

To achieve our lag measures and enhance outcomes for our target subgroups, we will systematically monitor academic performance, student discipline, and attendance data. Implementing SwPBS SEL signature practices, daily morning rituals, and the Blue Marlin Insider will strengthen our school community and promote positive student behavior. The Instructional Support team will analyze data to identify target groups and create differentiated lessons and activities tailored to specific content areas, ensuring that instructional practices are responsive to student needs. Implementing the use of glossaries and dictionaries, while teachers will develop unit and lesson plans incorporating diverse resources and methodologies will address the varied learning needs of our English language learners. This data-driven approach ensures that our strategies are well-aligned with our objectives, facilitating targeted interventions and fostering a supportive learning environment that promotes continuous improvement in student achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Academic Data Monitoring

Person Monitoring:

James Thomas

By When/Frequency:

Ongoing: Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Instructional Support team will regularly review student performance data, including test scores and work samples, to identify target groups and create differentiated lessons. Teachers will use this data to adjust instruction and develop tailored activities that address specific learning needs.

Action Step #2

Discipline Data Monitoring

Person Monitoring:

James Thomas

By When/Frequency:

Ongoing: Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will track student discipline referrals and analyze trends to identify areas needing intervention. Implementing SLL signature practices and conducting daily morning rituals will foster a positive school culture and reduce behavioral issues. The Blue Marlin Insider will also be used to communicate and reinforce expectations. Daily meetings debriefing the day's safety and discipline incidents as a preventative measure. An updated cell phone policy and Minga student monitoring system will reduce the number of incidents.

Action Step #3

Attendance Data Monitoring

Person Monitoring:

James Thomas

By When/Frequency:

Ongoing: Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance will be monitored closely to identify patterns of absenteeism and address any underlying issues. Our dedicated parent liaison will collaborate with our data processor and develop action plans to improve attendance rates, including outreach to families and targeted support for students with frequent absences.

Action Step #4

PBIS

Person Monitoring:

James Thomas

By When/Frequency:

Ongoing: Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Provide teachers with professional development to understand PBIS 2. Ensure all expectations are clearly explained and understood 3. Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching 4. Ensure the school has postings of the PBIS expectations in all common areas and classrooms 5. Monitor executions and implementation with fidelity. 6. Districtwide professional development and coaching for schools.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://cntm.palmbeachschools.org/students-parents/title-i-information>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://cntm.palmbeachschools.org/students-parents/title-i-information>

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen the academic program, Conniston Middle School will focus on several key initiatives. We will enhance the amount and quality of learning time by implementing targeted interventions such as extended learning opportunities, including tutoring and after-school programs, to provide additional support and practice in core subjects. Our enriched and accelerated curriculum will be supported by differentiated instruction, utilizing data-driven PLCs to refine teaching strategies and small group instruction to address individual learning needs. This approach aligns with our Area of Focus, which

emphasizes improving academic performance for English language learners (ELLs) and ensuring all students benefit from personalized, standards-based instruction. Additionally, we will integrate adaptive technology to offer personalized feedback and support, further enriching the learning experience. Through these efforts, we aim to create a robust academic environment that promotes higher achievement and prepares students for future success.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The development of our academic improvement plan at Conniston Middle School involves a collaborative approach that integrates Federal, State, and local services, resources, and programs. We align our strategies with ESSA-supported initiatives to enhance both academic achievement and student well-being.

Federal and State Programs: Our plan utilizes Title I funding to provide targeted support and resources for students in need, while also integrating additional federal and state services to strengthen academic and behavioral interventions.

Violence Prevention Programs: We collaborate with local school police and West Palm Beach police, as well as violence prevention programs, to ensure a safe and supportive learning environment. Their strategies are incorporated into our school policies and practices.

Nutrition Programs: By working with school food service nutrition programs, we ensure that our students receive healthy meals essential for their academic success and overall well-being.

Housing Programs: We partner with Community in Schools and referral agencies to address housing instability among students, providing the stability they need to focus on their education.

These coordinated efforts help create a comprehensive support system that addresses academic, social, and emotional needs, ultimately aiming to improve student outcomes and foster a positive school environment.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Counseling and School-Based Mental Health Services:

At Conniston Middle School, we offer comprehensive counseling and mental health services to support students' emotional well-being. Certified school counselors and Behavioral Health Professionals (BHP) provide both individual and group counseling sessions, addressing issues such as anxiety, stress, and social-emotional challenges. We also collaborate with Safe Schools and the CAPE team external mental health professionals to offer additional support and resources.

School-Based Team (MTSS) Services:

We provide specialized services through our School-Based Team (MTSS) tailored to the needs of students requiring additional assistance. This includes support for students with disabilities through individualized education plans (IEPs) and 504 plans, as well as resources for students with behavioral or learning challenges.

Mentoring Services:

Our Trusted Adult mentoring programs connect students with positive role models who offer guidance, encouragement, and support. These mentoring relationships help students develop personal and social skills, build self-esteem, and set academic and career goals.

SwPBS, Student Government, LIA, AVID Programs:

We implement various strategies to support students' growth outside traditional academic areas. This includes after-school enrichment programs, leadership development opportunities, and extracurricular activities such as Student Government, Latinos in Action (LIA), and AVID programs. These initiatives are designed to build resilience, teamwork, and other essential life skills.

Graduation Coach:

In partnership with Community in Schools, Conniston Middle School employs a dedicated graduation coach to provide focused support for students' academic and behavioral progress. This coach assists students in setting academic goals, addressing challenges, and effectively managing their

educational journey to ensure they remain on track for high school.

By integrating these services and programs, Conniston Middle School ensures a holistic approach to student development, addressing their needs beyond the classroom and supporting their overall growth and success.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Preparing for Postsecondary Opportunities and the Workforce

At Conniston Middle School, we prioritize preparing students for postsecondary opportunities and the workforce by providing a range of programs and resources designed to build their skills, knowledge, and awareness.

Latino in Action (LIA):

This program empowers students through leadership development, community service, and cultural enrichment. By participating in LIA, students develop essential life skills, gain exposure to various career pathways, and are encouraged to pursue higher education and professional growth.

Student Government (SGA):

Our Student Government program offers students the opportunities to develop leadership skills, engage in school governance, and participate in community service projects. This experience prepares students for future roles in leadership and helps them understand the importance of civic responsibility and effective communication.

AVID Program:

The AVID (Advancement Via Individual Determination) program focuses on equipping students with the skills and mindset needed for college readiness. Through AVID, students receive support in organization, study skills, and critical thinking, along with guidance on college admissions and financial aid processes.

Career and Technical Education (CTE):

We offer CTE courses that introduce students to various career fields and technical skills. These courses provide practical knowledge and hands-on experiences, preparing students for future careers or advanced education in their chosen fields.

High School Courses:

We facilitate access to high school-level courses that allow students to earn postsecondary credit while still in middle school. This approach not only prepares students for the academic rigor of high school but also gives them a head start on their postsecondary education goals.

College Tours:

At Conniston Middle School, we enhance students' awareness of postsecondary opportunities through organized college tours. These tours provide students with firsthand experiences of college campuses, offering a glimpse into campus life, academic programs, and student support services. By interacting with college representatives and current students, students gain valuable insights into the expectations and opportunities of higher education, helping them make informed decisions about their future academic and career paths. These experiences are designed to inspire and motivate students, fostering early college aspirations and readiness.

Science Field Trips:

Our science field trips offer students hands-on learning experiences outside the classroom, allowing them to explore real-world applications of scientific concepts. These trips provide valuable exposure to various scientific fields and potential career paths, enhancing their understanding and interest in science-related professions.

By incorporating these diverse programs and experiences, Conniston Middle School ensures that students are well-prepared for their future academic and career pursuits, laying a strong foundation for their continued success.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

At Conniston Middle School, we implement a schoolwide tiered model to proactively prevent and address problem behavior through a structured approach that integrates early intervention services. Our model includes:

1. Tier 1 – Universal Prevention: This tier involves school-wide strategies to promote positive behavior and create a supportive learning environment. We utilize Schoolwide Positive Behavioral Supports (SwPBS/PBIS) to establish clear expectations, reinforce positive behavior, and provide consistent consequences for problem behaviors. Regularly scheduled classroom and school-wide activities, such as morning rituals and the Blue Marlin Insider, contribute to a positive school climate

and support behavioral expectations.

2. Tier 2 – Targeted Interventions: For students who exhibit persistent behavioral challenges despite universal supports, we implement targeted interventions. This includes small group instruction, behavior contracts, and mentorship programs designed to address specific needs and provide additional support. Students at this tier receive more focused assistance to improve behavior and academic performance.

3. Tier 3 – Intensive Interventions: For students with significant behavioral issues who require individualized support, we offer intensive interventions. This tier involves personalized behavior plans, one-on-one counseling, and close monitoring by the school's behavior health professionals (BHP). We coordinate these efforts with similar activities and services under the Individuals with Disabilities Education Act (IDEA), ensuring that students with disabilities receive appropriate accommodations and support tailored to their unique needs.

By aligning our tiered model with IDEA requirements, we ensure a comprehensive approach to addressing problem behavior and providing early intervening services. This coordination helps to identify and support students at risk, promote positive behavior, and enhance overall school functioning.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

To enhance instruction and optimize the use of data from academic assessments, Conniston Middle School focuses on targeted professional learning and strategic activities for teachers, paraprofessionals, and other school personnel. Our approach includes:

1. Ongoing Professional Development: We offer continuous professional development opportunities tailored to the needs of our staff. This includes workshops, training sessions, and seminars focused on data-driven instruction, effective use of academic assessments, and best practices in teaching. Topics covered range from differentiated instruction and formative assessment techniques to utilizing data for instructional decision-making. These professional learning activities are designed to keep our staff updated on the latest educational strategies and tools to meet the needs of all learners.

2. Data-Driven Collaboration: Teachers and paraprofessionals participate in collaborative data

analysis sessions through Professional Learning Communities (PLCs). These sessions focus on interpreting student performance data, identifying trends, and sharing effective teaching strategies. By analyzing data together, educators can develop and refine instructional practices to better meet student needs and improve overall academic outcomes.

3. Recruitment and Retention Strategies: To attract and retain high-quality educators, particularly in high-need subjects, we implement a range of strategies. This includes providing opportunities for career advancement, and creating a supportive work environment. We also focus on recruitment efforts such as partnerships with local universities, teacher preparation programs, and career fairs to identify and hire skilled educators. Additionally, we provide mentorship and support programs for new teachers to ensure their successful integration into our school community.

4. Recognition and Incentives: To acknowledge and retain effective teachers, we establish recognition programs and provide incentives for outstanding performance. This includes awards for excellence in teaching, opportunities for professional growth, and additional resources for innovative classroom practices. Recognizing and rewarding the contributions of our staff helps to foster a positive work environment and encourages long-term commitment.

Through these professional learning initiatives and support activities, Conniston Middle School aims to enhance instructional quality, utilize data effectively, and build a dedicated and effective team of educators.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Our comparison data for the ESSA English language learner subgroup from SY25 to SY24 shows stagnation or a decline across all disciplines:

ELL ELA Historical Trend: SY25: 9%; SY24: 9%

ELL Math Historical Trend: SY25: 28%; SY24: 30%

ELL Science Historical Trend: SY25: 14%; SY24: 22%

ELL SS Historical Trend: SY25: 22%; SY24: 26%

At Conniston Middle School, the process to review the use of resources to meet the identified needs of students is systematic and data-driven. The key steps in this process include:

1. Data Collection and Analysis: We begin by systematically collecting data on student performance, attendance, behavior, and engagement. This data is analyzed to identify areas where resources are most needed. We use a variety of tools, including academic assessments, behavioral reports, and attendance records, to gain a comprehensive understanding of student needs.

2. Resource Allocation Review: Following the Comprehensive Needs Assessment (CNA) analysis of formal and informal data, as well as observations, we conduct a review of our current resource allocation. This includes examining funding, instructional materials, and support services. The review helps us determine if resources are being utilized effectively and whether they align with the identified needs of students. We assess the impact of these resources on student outcomes and pinpoint any gaps or areas needing improvement.

3. Feedback from Stakeholders: We gather feedback from teachers, students, parents, and other stakeholders to gain insights into the effectiveness of resource use. This feedback is collected through surveys, focus groups, and meetings, and is used to inform decisions about resource allocation and adjustments.

4. Resource Allocation Review: Following the Comprehensive Needs Assessment (CNA) analysis of formal and informal data, as well as observations, we review the allocation of resources, including

funding, instructional materials, and support services. This process ensures that resources are used effectively and are aligned with the needs of all learners, particularly ESSA subgroups such as English language learners. We evaluate the impact of these resources on student outcomes, identifying any gaps or areas for improvement to better support the academic and behavioral needs of every student.

5. Monitoring and Evaluation: We continuously monitor the effectiveness of resource use and its impact on student outcomes. This involves regular evaluation of resource allocation decisions and their alignment with our school's goals and priorities. We use this information to make data-informed decisions and refine our resource allocation process as needed.

6. Reporting and Communication: We maintain transparency by reporting on resource use and its impact to stakeholders, including school staff, parents, and the community. Regular updates and reports ensure that everyone is informed about how resources are being used to support student needs and achieve school goals.

Conniston Middle School is committed to ensuring that school improvement funds are strategically allocated to meet the specific needs of our students and support long-term school goals. We will initiate a comprehensive review of our budget, engaging an internal team of administrators, educators, parents, students, and other stakeholders to identify areas for improvement and align resources with student achievement priorities. A key focus will be supporting our English language learners (ELLs) by monitoring their progress quarterly. We will provide tailored support, including one-on-one instruction, classroom accommodations, tutoring, counseling, data chats, and educational software, to foster an inclusive and supportive learning environment. Our school will also actively seek community feedback to ensure the budget reflects the needs and priorities of the Conniston Middle School community. Through this collaborative and structured process, Conniston Middle School will ensure resources are effectively utilized to enhance educational outcomes and drive meaningful school improvement.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Adaptive Technology:

- **Short-Term:** Review current materials and technology, identify necessary resources for supporting English language learners (ELLs), and procure these resources within the next two months.
- **Mid-Term:** Provide targeted training for teachers on the effective use of these new materials and technology to support ELLs by the end of the semester.
- **Long-Term:** Evaluate the impact of these resources on ELL performance through quarterly

assessments and adjust based on student progress and feedback.

Support Facilitation Services:

- **Short-Term:** Expand support facilitation services to Math and Science within the next three months.
- **Mid-Term:** Integrate new staff into the existing support framework and implement targeted interventions for ELLs during the upcoming semester.
- **Long-Term:** Regularly review the effectiveness of support facilitation services and adjust staffing and intervention strategies based on student outcomes and feedback by the end of the school year.

Professional Learning Communities (PLCs):

- **Short-Term:** Schedule professional development workshops on differentiated instruction, small group instruction, and inclusive practices to begin next month.
- **Mid-Term:** Provide follow-up training and coaching to ensure effective implementation of these new strategies within the next six months.
- **Long-Term:** Assess the impact of professional development on teaching practices and student outcomes through regular evaluations, and adjust the training program as needed by the end of the academic year.

By implementing these targeted strategies, we aim to address the needs of the ESSA ELL subgroup and improve educational outcomes for all students.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

Yes

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00