

The School District of Palm Beach County

Eagles Landing Middle School



2019-20 Schoolwide Improvement Plan

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Eagles Landing Middle School

19500 CORAL RIDGE DR, Boca Raton, FL 33498

<https://elms.palmbeachschools.org>

Demographics

Principal: Joe Peccia

Start Date for this Principal: 8/6/2019

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | No |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 43% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Native American Students Students With Disabilities White Students |
| School Grades History | 2018-19: A (70%) 2017-18: A (70%) 2016-17: A (74%) 2015-16: A (69%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | Diane Leinenbach |
| Turnaround Option/Cycle | |
| Year | |
| Support Tier | NOT IN DA |
| ESSA Status | N/A |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served

(per MSID File)

Middle School
6-8

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate

(as reported on Survey 3)

43%

Primary Service Type

(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

49%

School Grades History

Year
Grade

2018-19

A

2017-18

A

2016-17

A

2015-16

A

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

ELMS is committed to providing an optimal student experience which includes a student-driven, collaborative, technology-based curriculum to ensure excellence and equity among students.

Provide the school's vision statement

ELMS envisions a cutting-edge atmosphere where diverse students reach their academic potential to become life-long learners in the digital world.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

| Name | Title | Job Duties and Responsibilities |
|----------------------|---------------------|--|
| Peccia, Joseph | Principal | Provide effective communication between staff, students, parents and the community to deliver and represent school-wide initiatives and expectations. Established a framework that supports academic success through MTSS and the SIP. Maintains a single and positive school culture that assists in supporting SBT and RTI. Monitors progress using data collection. |
| Russ, Fenee | Assistant Principal | Provide effective communication between staff, students, parents and the community to deliver and represent school-wide initiatives and expectations. Supports the staff with RIT and MTSS skills and strategies to support the SIP. Monitors progress using data collection. |
| Mandravellos, Kristi | Assistant Principal | Provide effective communication between staff, students, parents and the community to deliver and represent school-wide initiatives and expectations. Supports the staff with RIT and MTSS skills and strategies to support the SIP. Monitors progress using data collection. |
| Hernandez, Marisol | Teacher, K-12 | ESOL Coordinator who assists with implementing MTSS and the SIP. Monitors progress and collects and analyzes data to provide assistance to ELL students and the staff who is responsible for teaching the ELL students. Acts as a liason between students, teachers and parents to ensure that the ELL interventions and support are being implemented. |
| Macintyre, Lori | Teacher, ESE | ESE/ASD Department Head. Develops and leads department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Gremaux, Kendra | Teacher, K-12 | Language Arts Department Head. Develops and leads department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Berger, Ali | Teacher, K-12 | Math Department Head. Develops and leads department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Saupe, Twila | Teacher, K-12 | Social Studies Department Head. Develops and leads department meetings. Provides teacher support which includes |

| Name | Title | Job Duties and Responsibilities |
|-----------------|--------------------|--|
| | | instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Redinger, Jean | Guidance Counselor | 6th Grade Guidance Counselor. Communicates with parents regularly regarding school based RTI interventions and addresses the implementation of RTI and MTSS. Acts as a liason for the students and parents with the teachers. Ensures documentation is collected. |
| Foltz, Craig | Teacher, K-12 | 7th Grade Science PLC Leader. Develops and leads PLC meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Johnson, Lisa | Teacher, K-12 | CTE Department Head. Develops and leads department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Crout, Terry | Teacher, K-12 | 8th Grade Social Studies PLC Leader. Develops and leads PLC meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Morales, Pedro | Teacher, K-12 | 8th Grade Social Studies PLC Leader. Develops and leads PLC meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Glancz, Sabrina | Teacher, K-12 | 6th Grade Math PLC Leader, SAC Chairperson and PBIS Chairperson. Develops and leads PLCs. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. Leads all SAC meetings and maintains records of all SAC meetings. Keeps SAC members informed of information that pertains to the SIP and the community. Leads all PBIS meetings and maintains records of all PBIS meetings. Keeps PBIS members informed of information that pertains to the SIP. Provides resources for positive behavior support, mentoring, and providing a single school culture across the school campus. |

| Name | Title | Job Duties and Responsibilities |
|---------------------|---------------------|--|
| D'Annunzio, Thomas | Assistant Principal | Provide effective communication between staff, students, parents and the community to deliver and represent school-wide initiatives and expectations. Supports the staff with RIT and MTSS skills and strategies to support the SIP. Monitors progress using data collection. |
| Powell, Lisa | Teacher, ESE | ESE Coordinator who assists with implementing MTSS and the SIP. Monitors progress and collects and analyzes data to provide assistance to ESE students and the staff who is responsible for teaching the ESE students. Acts as a liason between students, teachers and parents to ensure that the ESE interventions and support are being implemented. |
| Mankarious, Justina | Teacher, K-12 | 6th Grade Science PLC Leader. Develops and leads PLC meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Drew, Shari | Teacher, K-12 | Math Department Head and 7th Grade Math PLC Leader. Develops and leads PLC and department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Benjamin, Joanna | Teacher, K-12 | 6th Grade Language Arts PLC Leader. Develops and leads PLC meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Dusinberre, Caitlin | Teacher, K-12 | Science Department Head. Develops and leads department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |
| Cuomo, Jacqueline | Teacher, K-12 | ESE Support Facilitator who assists with implementing MTSS and the SIP. Monitors progress and collects and analyzes data to provide assistance to ESE students and the staff who is responsible for teaching the ESE students. Acts as a liason between students, teachers and parents to ensure that the ESE interventions and support are being implemented. |

| Name | Title | Job Duties and Responsibilities |
|---------------|---------------|---|
| Mercurio, Kim | Teacher, K-12 | Science Department Head. Develops and leads department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|-------|------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 533 | 503 | 516 | 0 | 0 | 0 | 0 | 1552 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 19 | 29 | 0 | 0 | 0 | 0 | 67 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 47 | 41 | 0 | 0 | 0 | 0 | 123 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 58 | 42 | 0 | 0 | 0 | 0 | 151 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 63 | 101 | 77 | 0 | 0 | 0 | 0 | 241 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 55 | 39 | 0 | 0 | 0 | 0 | 133 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|-------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 10 | 12 | 0 | 0 | 0 | 0 | 45 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

FTE units allocated to school (total number of teacher units)

103

Date this data was collected or last updated

Tuesday 8/6/2019

Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 7 | 0 | 0 | 0 | 0 | 11 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 33 | 39 | 0 | 0 | 0 | 0 | 90 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 42 | 24 | 0 | 0 | 0 | 0 | 77 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 62 | 82 | 0 | 0 | 0 | 0 | 216 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 28 | 27 | 0 | 0 | 0 | 0 | 65 |

Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 7 | 0 | 0 | 0 | 0 | 11 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 33 | 39 | 0 | 0 | 0 | 0 | 90 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 42 | 24 | 0 | 0 | 0 | 0 | 77 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 62 | 82 | 0 | 0 | 0 | 0 | 216 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 28 | 27 | 0 | 0 | 0 | 0 | 65 |

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 75% | 58% | 54% | 76% | 56% | 53% |
| ELA Learning Gains | 63% | 56% | 54% | 67% | 57% | 54% |
| ELA Lowest 25th Percentile | 54% | 49% | 47% | 68% | 49% | 47% |
| Math Achievement | 80% | 62% | 58% | 78% | 61% | 58% |
| Math Learning Gains | 75% | 60% | 57% | 74% | 61% | 57% |
| Math Lowest 25th Percentile | 64% | 53% | 51% | 59% | 54% | 51% |
| Science Achievement | 70% | 52% | 51% | 68% | 55% | 52% |
| Social Studies Achievement | 82% | 75% | 72% | 87% | 75% | 72% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---------------------------------|-----------------------------------|----------|---------|-----------|
| | 6 | 7 | 8 | |
| Number of students enrolled | 533 (0) | 503 (0) | 516 (0) | 1552 (0) |
| Attendance below 90 percent | 19 (3) | 19 (1) | 29 (7) | 67 (11) |
| One or more suspensions | 35 (18) | 47 (33) | 41 (39) | 123 (90) |
| Course failure in ELA or Math | 51 (11) | 58 (42) | 42 (24) | 151 (77) |
| Level 1 on statewide assessment | 63 (72) | 101 (62) | 77 (82) | 241 (216) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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 |
| 06 | 2019 | 72% | 58% | 14% | 54% | 18% |
| | 2018 | 73% | 53% | 20% | 52% | 21% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 69% | 53% | 16% | 52% | 17% |
| | 2018 | 70% | 54% | 16% | 51% | 19% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | -4% | | | | |
| 08 | 2019 | 73% | 58% | 15% | 56% | 17% |
| | 2018 | 79% | 60% | 19% | 58% | 21% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | 3% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 75% | 60% | 15% | 55% | 20% |
| | 2018 | 68% | 56% | 12% | 52% | 16% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 48% | 35% | 13% | 54% | -6% |
| | 2018 | 61% | 39% | 22% | 54% | 7% |
| Same Grade Comparison | | -13% | | | | |
| Cohort Comparison | | -20% | | | | |
| 08 | 2019 | 83% | 64% | 19% | 46% | 37% |
| | 2018 | 83% | 65% | 18% | 45% | 38% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 22% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 67% | 51% | 16% | 48% | 19% |
| | 2018 | 65% | 54% | 11% | 50% | 15% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 80% | 72% | 8% | 71% | 9% |
| 2018 | 85% | 72% | 13% | 71% | 14% |
| Compare | | -5% | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 100% | 64% | 36% | 61% | 39% |
| 2018 | 100% | 62% | 38% | 62% | 38% |
| Compare | | 0% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 100% | 60% | 40% | 57% | 43% |
| 2018 | 100% | 57% | 43% | 56% | 44% |
| Compare | | 0% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 40 | 49 | 37 | 47 | 54 | 38 | 38 | 53 | 39 | | |

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| ELL | 57 | 64 | 61 | 69 | 70 | 69 | 48 | 58 | 43 | | |
| ASN | 75 | 60 | 42 | 84 | 81 | 69 | 71 | 89 | 72 | | |
| BLK | 55 | 52 | 50 | 66 | 67 | 68 | 44 | 76 | 59 | | |
| HSP | 71 | 65 | 61 | 77 | 74 | 65 | 66 | 77 | 65 | | |
| MUL | 79 | 60 | | 82 | 68 | | | | | | |
| AMI | 50 | 50 | | 64 | 79 | | | | | | |
| WHT | 81 | 65 | 49 | 84 | 76 | 60 | 75 | 88 | 74 | | |
| FRL | 64 | 58 | 53 | 71 | 69 | 62 | 61 | 73 | 53 | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 36 | 51 | 46 | 40 | 52 | 42 | 40 | 63 | 5 | | |
| ELL | 50 | 66 | 71 | 59 | 67 | 63 | 39 | 71 | 24 | | |
| ASN | 83 | 70 | 62 | 85 | 79 | 50 | 81 | 96 | 82 | | |
| BLK | 62 | 63 | 63 | 68 | 63 | 47 | 62 | 82 | 30 | | |
| HSP | 73 | 68 | 69 | 71 | 72 | 62 | 61 | 84 | 43 | | |
| MUL | 75 | 71 | | 88 | 88 | | | | | | |
| AMI | 54 | 71 | | 46 | 77 | | | | | | |
| WHT | 80 | 67 | 68 | 83 | 76 | 58 | 71 | 87 | 63 | | |
| FRL | 68 | 65 | 65 | 68 | 69 | 58 | 62 | 80 | 36 | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index - All Students | 73 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 93 |
| Total Points Earned for the Federal Index | 726 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 44 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |

| Students With Disabilities | |
|--|-----|
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 63 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | 71 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 60 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 72 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 72 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | 61 |
| Native American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |

| White Students | |
|--|----|
| Federal Index - White Students | 74 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 66 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Only 54% of our students who are categorized in the lowest 25th percentile had learning gains in ELA. This is not a trend considering in FY18, 68% of our students in the lowest 25th percentile made learning gains in ELA.

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

When looking at our grade level data within 7th Grade Mathematics, our school had a 13% decline from 2018. We went from 61% to 48%. Additionally, our school showed a 6% decline from the school to state comparison. Although, there was a decline compared to the state, our students still had a 13% increase in difference from the district who was at a 35%. This decline is due to the Middle School Acceleration, where many of our 7th grade student placed in Advanced will take the 8th Grade FSA.

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

When compared to the state average, our students categorized in the lowest 25th percentile had the greatest gap when compared to the state average. We only showed a 7% difference in comparison from the state average, where we exceeded the state average by a larger margin in all other subgroups. This gap can be contribute to the fact that the ELA scores statewide were under 50%.

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

The data component that showed the most improvement was the lowest 25th percentile in Mathematics. This went from 59% to 64% from FY18 to 19. All mathematics teachers utilized strategies in the classroom, targeting the lowest 25th percentile. Small group

instruction was used as well as iReady to improve the gaps of our lowest 25th percentile students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the Early Warning Systems, an area of concern is the number of students with a level 1 on the statewide assessment.

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

1. Increase proficiency amongst our lowest 25th percentile students in ELA
2. Increase learning gains in ELA
3. Integrate ELA standards across all content areas
4. Success with Palm Beach Performance Assessments
5. Career and College Readiness

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|---|
| #1 | |
| Title | To increase proficiency amongst our lowest 25th percentile in ELA |
| Rationale | Our lowest 25th percentile of students in ELA had the lowest achievement level for our school data last year. Our ELA scores in the lowest 25th percentile were at a 54%, which is a drop of 14% from the 68% we were at last year. Although we were above the state and district average, this is an area of focus that our school needs to improve upon. |
| State the measurable outcome the school plans to achieve | Our measurable goals for FY20 will be to have a 5% increase in our lowest 25th percentile students in ELA. This would be an increase from 54% to 59% in ELA. |
| Person responsible for monitoring outcome | Joseph Peccia (joe.peccia.jr@palmbeachschools.org) |
| Evidence-based Strategy | <ol style="list-style-type: none"> 1. Students will be immersed in rigorous and relevant tasks that adhere to the state standards and assessments. (Thomas D'Annunzio) 2. Teachers will be provided with support and guidance during PLCs that will focus on standards and data analysis to monitor student progress and standards mastery. (Joe Peccia) 3. ESE and ELL teachers will provide academic support in the classroom to ensure that differentiated and small group instruction is used. (Kristi Mandravellos) 4. Students will be remediated and enriched through digital learning opportunities within the program Reading Plus to build content and literacy knowledge amongst our ELA students. (Feneé Russ) |
| Rationale for Evidence-based Strategy | <ol style="list-style-type: none"> 1. Rigorous and relevant tasks that adhere to state standards will ensure student success and progress towards achieving standards mastery. Standards based teaching will hold teachers and students accountable for demonstrating progress and proficiency. 2. Teachers will collaborate with one another to discuss and analyze data. PLCs are effective because it helps promote continuity and keeps teachers accountable for their classroom based instruction. 3. ESE and ELL teachers offer an opportunity for additional support to the ELA teachers in the classroom. Providing support and accommodations will lead to enhancement of student learning. Differentiated and small group instruction is effective because it addresses the needs of all students and increases students success and proficiency. 4. Reading Plus is an adaptive literacy intervention that develops the fluency, comprehension, and motivation students need to be successful readers. The lessons are designed to meet the needs of all students. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Students will be immersed in tasks that are rigorous and relevant through lessons that address the state standards and Florida Standards Assessments. Administration will provide feedback through walkthroughs and observations. (Thomas D'Annunzio) 2. Teachers will meet on a consistent rotation during professional learning communities to review lessons and standards as well as to analyze and |

interpret data. Teachers will collaborate and the PLC team leaders will document the PLC information into a Google Document. (Joe Peccia)

3. ESE, ELL and classroom based teachers will provide differentiated and small group instruction to students. Teachers will provide differentiated instruction by designing lessons that meet the needs of all students, assessing students using formative and summative assessments, and continuously modifying and reflecting on instruction to provide the best instruction possible. (Kristi Mandravellos)

4. Reading Plus' adaptive technology will be offered to be completed at home as well in school. Chromebook/laptop carts, desktops, and computer labs are available to students as well as during before and after-care. Students will be expected to complete 4 - 5 lessons in total in the program dependent on their Insight scores. (Fenee Russ)

Person

Responsible

Joseph Peccia (joe.peccia.jr@palmbeachschools.org)

| | |
|--|---|
| #2 | |
| Title | To increase learning gains in ELA |
| Rationale | Our learning gains in ELA were amongst the lowest achievement levels for our school data last year. Our ELA learning gains were at a 63%, which is a drop of 4% from the 67% we were at last year. Although we were above the state and district average, this is an area of focus that our school needs to improve upon. |
| State the measureable outcome the school plans to achieve | Our measurable goals for FY20 will be to have a 5% increase in our learning gains for students in ELA. This would be an increase from 63% to 68% in ELA. |
| Person responsible for monitoring outcome | Joseph Peccia (joe.peccia.jr@palmbeachschools.org) |
| Evidence-based Strategy | <ol style="list-style-type: none"> 1. Teachers will incorporate a student-driven approach to learning while using higher order Depth of Knowledge question stems as well as incorporating technology. (Joe Peccia) 2. Teachers will be provided with support and guidance during PLCs that will focus on sharing best instructional practices and standards-based instruction. (Thomas D'Annunzio) 3. Students will use accountable talk to explain their thinking and writing with students in small groups. (Kristi Mandravellos) 4. Teachers and students will effectively track and analyze data through FSQs, USAs and PBPAs. (Feneé Russ) |
| Rationale for Evidence-based Strategy | <ol style="list-style-type: none"> 1. A student-driven approach to learning provides a learning experience that addresses the distinct learning needs of individual students or groups of students. It ensures that students take responsibility and accountability for their learning. 2. Teachers will collaborate with one another to share instructional practices. This ensures that lessons are shared, strategies to show growth, data analysis, and standards-based instruction is met. This will keep teachers accountable. 3. Accountable talk is a student-centered discussion that allows students to identify and elaborate on their thinking. It also allows for students to defend their thinking and writing in small groups. 4. Data analysis is an effective tool to use to monitor standards-mastery and to describe progress. Teachers can share the information with the students to identify areas of strengths and weaknesses to focus on to promote growth. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Student-driven approach to learning and higher order Depth of Knowledge stems will be incorporated into lessons. Administration will provide feedback through walkthroughs and observations. (Joe Peccia) 2. Teachers will meet consistently in professional learning communities to discuss strategies and discuss data. Teachers will utilize standards as well as the resources given in Blender to discuss best practices and standards-based instruction. Administration will attend PLCs and PLC team leaders will document PLC agendas in a Google Document. (Thomas D'Annunzio) |

3. Accountable talk will be incorporated into lessons and students will explain their thinking and writing in small groups or pairs. This will be monitored through walkthroughs and observations. (Kristi Mandravellos)
4. Teachers will use Unify to review and track FSQ and USA data and will share with students who can also access their areas of growth in Performance Matters. Teachers will provide feedback to students on PBPA's to ensure growth. (Feneé Russ)

Person Responsible Joseph Peccia (joe.peccia.jr@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students, student will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 which will continue to develop a Single School Culture of excellence in behavior, academics, and school climate with an appreciation of multicultural diversity in alignment with the School Board Policy 2.09 displaying a focus on the -

History of the Holocaust

History of African Americans/African People

Study of Hispanic contributions

Study of Women's contributions

Veterans/Memorial Day and the value of Medal of Honor recipients

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

N/A

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

N/A

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

N/A

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

N/A

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Part V: Budget

| | | | | | | |
|----------|---------------|--|---|--------------------------|---------|-------------------|
| 1 | III.A. | Areas of Focus: To increase proficiency amongst our lowest 25th percentile in ELA | | | | \$5,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 7800 | 651-Bus(es) | 2461 - Eagles Landing Middle School | School Improvement Funds | 1462.19 | \$1,500.00 |
| | | | <i>Notes: Bussing 5th grade students to school for tours.</i> | | | |
| | 3361 | 500-Materials and Supplies | 2461 - Eagles Landing Middle School | School Improvement Funds | 1462.19 | \$1,500.00 |
| | | | <i>Notes: Student Recognition.</i> | | | |
| | 3374 | 130-Other Certified Instructional Personnel | 2461 - Eagles Landing Middle School | School Improvement Funds | 1462.19 | \$2,500.00 |
| | | | <i>Notes: Tutoring program.</i> | | | |
| 2 | III.A. | Areas of Focus: To increase learning gains in ELA | | | | \$2,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 3373 | 510-Supplies | 2461 - Eagles Landing Middle School | School Improvement Funds | 1462.19 | \$1,500.00 |

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| | | | | | | |
|--|------|---|--|--------------------------|---------------|-------------------|
| | | | <i>Notes: Reading/Language Arts incentives.</i> | | | |
| | 3374 | 130-Other Certified Instructional Personnel | 2461 - Eagles Landing Middle School | School Improvement Funds | 1462.19 | \$1,000.00 |
| | | | <i>Notes: Club stipends - 500 PBIS and 500 Best Buddies (ASD) program.</i> | | | |
| | | | | | Total: | \$8,000.00 |