

The School District of Palm Beach County

Eagles Landing Middle School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	5
Needs Assessment	8
Planning for Improvement	12
Title I Requirements	14
Budget to Support Goals	15

Eagles Landing Middle School

19500 CORAL RIDGE DR, Boca Raton, FL 33498

<https://elms.palmbeachschools.org>

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

2017-18
A

2016-17
A

2015-16
A

2014-15
A*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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
Peccia, Joseph	Principal
Russ, Feneé	Assistant Principal
Mandravellos, Kristi	Assistant Principal
Kabinoff, Phyllis	Assistant Principal
Jassem, Brian	Teacher, ESE
Bradley, Christina	Teacher, K-12
Hernandez, Marisol	Teacher, K-12
Gilman, Sunshine	Teacher, K-12
Ardis, Stacy	Teacher, K-12
Macintyre, Lori	Teacher, ESE
Gonzalez, Rochelle	Teacher, ESE
Gremaux, Kendra	Teacher, K-12
Gollinger, Debbi	Teacher, K-12
Gottlieb, Elizabeth	Teacher, K-12
Berger, Ali	Teacher, K-12
Saupe, Twila	Teacher, K-12
Redinger, Jean	Guidance Counselor
Foltz, Craig	Teacher, K-12
Johnson, Lisa	Teacher, K-12
O'Donnell, Jerry	Teacher, K-12
Garner, Bobby	Teacher, K-12
Offenkrantz, Lynda	Teacher, ESE
Catalano, Jennifer	Teacher, K-12
Crout, Terry	Teacher, K-12
Morales, Pedro	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Our administration team meets weekly and our leadership team meets monthly to discuss academic, behavioral, and social-emotional needs of our students. An academic review of data collected is conducted during the meetings and plans are made to address any changes needed to successfully reach the School Improvement Plan Goal. The ESE and ELL Coordinators are responsible for delivering and monitoring PD for all ESE and ELL Teachers, respectively.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	2	0	0	0	0	0	3

Date this data was collected

Sunday 8/5/2018

Year 2016-17 - 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	81	0	0	0	0	215

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Year 2016-17 - 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	81	0	0	0	0	215

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Only 59% of our students who are categorized into the lowest 25th percentile had learning gains in math. This ranked us in the 77th percentile state-wide. This is not a trend considering in FY17, 71% of our students in the lowest 25th percentile made learning gains in math.

Which data component showed the greatest decline from prior year?

Middle School Acceleration declined 15 percentage points school-wide from FY17 to FY18. Data indicates that this is not due to poor student achievement as 100% of our Honors Algebra 1 and Honors Geometry 1 students passed their EOC. Additionally, 96% of our students scored proficient of their Industry Certification Exams that counted toward the Middle School Acceleration component. Hence, scheduling due to enrollment in these courses is an obstacle we have to overcome.

Which data component had the biggest gap when compared to the state average?

Middle School Acceleration decline 46 percentiles from FY17 to FY18. Data indicates that this is not due to poor student achievement as 100% of our Honors Algebra 1 and Honors Geometry 1 students passed their EOC. Additionally, 96% of our students scored proficient of their Industry Certification Exams that counted toward the Middle School Acceleration component. Hence, scheduling due to enrollment in these courses is an obstacle we have to overcome.

Which data component showed the most improvement? Is this a trend?

68% of our students who are categorized into the lowest 25th percentile had learning gains in English Language Arts. That places us in the 97th percentile state-wide. This is a trend

considering only 60% (80th percentile state-wide) made gains in FY17 and 56% made gains in FY16.

Describe the actions or changes that led to the improvement in this area

Teachers were provided with support and guidance during PLCs that focused on unpacking the standards to build learning goals and scales for teachers and students in order to monitor their progress in standards mastery. Teachers incorporated a student-driven, collaborate approach to learning while using higher order Depth of Knowledge question stems and technology to increase academic achievement. Encouraged and empowered students to take an ownership of their learning and assessments in order to promote academic success.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	76%	56%	53%	76%	56%	52%
ELA Learning Gains	67%	57%	54%	69%	57%	54%
ELA Lowest 25th Percentile	68%	49%	47%	60%	48%	44%
Math Achievement	78%	61%	58%	80%	61%	56%
Math Learning Gains	74%	61%	57%	80%	61%	57%
Math Lowest 25th Percentile	59%	54%	51%	71%	52%	50%
Science Achievement	68%	55%	52%	65%	53%	50%
Social Studies Achievement	87%	75%	72%	92%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	3 (3)	1 (1)	7 (7)	11 (11)
One or more suspensions	18 (18)	33 (33)	39 (39)	90 (90)
Course failure in ELA or Math	11 (11)	42 (42)	24 (24)	77 (77)
Level 1 on statewide assessment	72 (72)	62 (62)	82 (81)	216 (215)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	73%	53%	20%	52%	21%
	2017	67%	54%	13%	52%	15%
Same Grade Comparison		6%				
Cohort Comparison						
07	2018	70%	54%	16%	51%	19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	73%	55%	18%	52%	21%
Same Grade Comparison		-3%				
Cohort Comparison		3%				
08	2018	79%	60%	19%	58%	21%
	2017	76%	56%	20%	55%	21%
Same Grade Comparison		3%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	68%	56%	12%	52%	16%
	2017	71%	55%	16%	51%	20%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	61%	39%	22%	54%	7%
	2017	66%	38%	28%	53%	13%
Same Grade Comparison		-5%				
Cohort Comparison		-10%				
08	2018	83%	65%	18%	45%	38%
	2017	76%	63%	13%	46%	30%
Same Grade Comparison		7%				
Cohort Comparison		17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	65%	54%	11%	50%	15%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	85%	72%	13%	71%	14%
2017	89%	73%	16%	69%	20%
Compare		-4%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	62%	38%	62%	38%
2017	100%	59%	41%	60%	40%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	56%	44%
2017	100%	55%	45%	53%	47%
Compare		0%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
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		

2017 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	32	49	46	39	52	43	18	78	38		
ELL	52	67	65	60	75	65	60	74	22		
ASN	80	74	80	87	87		82	100	88		
BLK	63	64	63	61	72	61	44	97	26		
HSP	73	69	60	76	80	71	60	89	58		
MUL	81	67		77	72						
AMI	67	64		67	57						
WHT	79	69	60	84	81	74	70	93	81		
FRL	67	65	56	70	75	68	55	92	48		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	We will ensure high school readiness by focusing on students in the lowest 25th percentile for math by demographic subgroup as demonstrated by 70% of our students in the lowest 25 achieving learning gains in each subgroup.
Rationale	Only 59% of our students who are categorized into the lowest 25th percentile had learning gains in math. This ranked us in the 77th percentile state-wide. Additionally, several subgroups saw a decrease from FY17 to FY18. Whites decreased 16 percentage points, Blacks 14 percentage points, FRL 10 percentage points, and Hispanics 9 percentage points. By implementing and monitoring our action step with fidelity, we expect to achieve significant learning gains.
Intended Outcome	To ensure high school readiness and equity among all subgroups within those who are categorized into the bottom 25th percentile for math.
Point Person	Joseph Peccia (joe.peccia.jr@palmbeachschools.org)

Action Step

Description	<ol style="list-style-type: none">1. Students are immersed in rigorous and relevant tasks that adhere to the standards set forth by the Florida State Statute 1003.42 to maintain an effective single school culture and appreciation of multicultural diversity with a focus on math. (Joe Peccia)2. The leadership team will use data to guide themselves in the scheduling of students. Students may be placed on the advanced track to allow them to be enrolled in a high school credit class. They may also be placed into an ESE class, where a collaborative model of instruction occurs. They may also be placed into ESOL class, where the appropriate strategies and interventions may be applied. All students will fall into one of these categories, as we strive to become an inclusive community. (Fenee Russ)3. Teachers will incorporate a student-driven, collaborate approach to learning while using higher order Depth of Knowledge question stems, technology, models, and manipulatives to increase academic achievement. (Phyllis Kabinoff)4. Teachers will be provided with support and guidance PLCs that will focus on unpacking the standards to build learning goals and scales for teachers and students to monitor their progress in standards mastery. (Phyllis Kabinoff)5. Teachers will be provided with support and guidance during PLCs that will focus on planning standards based lessons and sharing and examining best instructional practices that are student-driven. (Phyllis Kabinoff)6. Teachers will be provided with support and guidance PLCs to gather, disaggregate, and analyze data to design personalized learning opportunities that meet the needs of every student. (Phyllis Kabinoff)7. Students will keep math journals in which they write to explain, analyze, and reflect using question types and stems from each of the FSA Math Reporting Categories at least twice per week.
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8. Students will use accountable talk to explain their thinking and writing with students in small, heterogeneous at least once per week.
9. ESE and ELL Teachers will provide academic support within the classroom setting by utilizing small groups for differentiating instruction for all SWD and ELL Students.
10. All math students (excluding Algebra/Geometry) will be utilizing iReady as their supplemental adaptive/individual technology support.

Person Responsible Phyllis Kabinoff (phyllis.kabinoff@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

1. The leadership team monitor school-wide and individual data on a regular basis to ensure appropriate scheduling of students.
2. Administration will conduct classroom walk throughs and observations on a regular basis to ensure fidelity within the classroom.
3. The leadership team will observe and collaborate with teachers during PLCs to ensure that standards are being correctly unpacked and that teachers are designing goals and scales appropriately. During classroom walk throughs and observations, administration will talk to students to gauge the effectiveness of the goals and scales in the classroom.
4. Teachers will submit lesson plans to administration on a quarterly basis. Administration will review the lesson plans and provide specific feedback. Administration will also set up a time for peer observations.
5. Teachers will collaborate with one another to construct a data binder. The binders will become a regular part of PLCs. Administration will contact data chats with teachers on a regular basis.

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

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 Pilot SIP 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

Total:	\$10,000.00
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