

The School District of Palm Beach County

Eagles Landing Middle School



2017-18 Schoolwide Improvement Plan

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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	46%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

SIP Authority and Template

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>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Eagles Landing Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All teachers use student questionnaires at the beginning of the year to learn about students' backgrounds and incorporates student interests into their lessons. Open House is scheduled early in the school year to connect teachers and parents.

In addition, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust: the Holocaust is taught in Language Arts classes through the literature selected. We try to schedule a Holocaust survivor each year to speak to the students.
- History of Africans and African Americans: each day during African American month, a prominent African is featured in school-wide announcements to the student body as his/her contributions are highlighted.
- Women's Contributions are discussed in the Civics classes while studying the 19th amendment.
- Sacrifices of Veterans: leading up to Veteran's Day, we focus on the veterans on our staff.
- Multicultural Club is a club formed for all students to meet and share their cultures. The club investigates different customs, holidays, food, music and languages.
- Girls on the Go is a group of girls who meet and work on health and self empowerment.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

The pillars of effective instruction guide ELMS to provide all of its students with various opportunities to increase their overall academic success. All students are:

- Immersed into a curriculum composed of higher Depth of Knowledge questions that are standards-based.
- Actively engaging within collaborative, hands-on, student-driven lessons.
- Using prior knowledge to activate the learning process in a way that connects it to real world situations.

The school also has a School Wide Positive Behavior Support Team that encourages a

Single School Culture where we correct inappropriate behavior in a positive way with behavior modification. We emphasize positive reinforcement of safe and respectful behavior among the students. We use SOARs (Safe, Optimistic, Achieving, Respectful, students) cards to reward positive behavior. The students have the opportunity to earn a big, SWPBS celebration after each quarter. We have a teacher-student mentoring program for students that need extra support. Before school, teachers provide tutoring to students who request academic help. Our after school program stresses academics first. Home work help is provided every day in the content areas. Our Athletics Department requires each Interscholastic athlete to complete a weekly progress report to ensure high academic and behavioral standards.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Teachers are expected to teach bell to bell. We review our single school culture behavioral expectations at the beginning of each semester. We have made videos and power points to model appropriate behavior in the hallways, common areas, buses, and classrooms. The School Wide Positive Behavior Team meets monthly to review behaviors and give presentations at most faculty meetings to present new information. Our behavior matrix is posted in all classrooms and various common areas. We have developed a school wide major/minor infractions list for teachers to assist in disciplinary situations.

d. 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

School counselors have small group counseling sessions for students in need. Our SwPBS mentoring program matches staff with students in need, to provide daily support. The Peer Mediators have been trained to diffuse tense situations among students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Progress Reports
- Teacher assessments: SRI, Palm Beach Writing Assessment, FAIR, Quarterly Exams, District assessments such as FSQs and USAs, Winter Diagnostics.
- Attendance Report
- Suspension Report
- Performance Matters/ EDW
- D/F Report
- PLC teams analyze data to identify struggling students and develop interventions
- Early communication between teachers and parents
- School Counselors meet with struggling students

b. Provide the following data related to the school's early warning system

1. 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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Progress Reports: Teachers contact parents of students with D's or F's,
- Parent conferences addressing attendance, grades, and behavior concerns
- Edgenuity for remediation of all core subjects
- Intensive Reading
- RtI/SBT
- SwPBS mentoring program
- Teachers' extra help sessions before & after school
- Before school program provides a place for students to finish up their homework
- After school program- homework help with content area tutors
- Soaring Eagles Academy- Saturday tutorial for struggling students

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

- School to home communication via Edline to all parents, ROBO calls to all parents, e-mails to all parents, text messages to all parents, monthly newsletter
- Principal twitter account
- PTSA Facebook page

- Parent University
- Family Science/ Math Night
- Family Literacy Night
- SAC
- PTSA
- Open House
- ESOL Semi-Annual Parent Night
- Parent Conferences

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

- School to home communication via Edline to all parents, ROBO calls to all parents, e-mails to all parents, text messages to all parents
- Principal's weekly emails to parents
- Principal's tweets of important school information
- Invite the community to attend school events
- Teacher and Parent assigned to develop Business Partners Program
- Our new business partners attend meetings and events
- Classroom adoptions from community

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Peccia, Joseph	Principal
Russ, Feneo	Assistant Principal
Mandravellos, Kristi	Assistant Principal
Kabinoff, Phyllis	Assistant Principal
Jassem, Brian	Teacher, K-12
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
Garner, Bobby	Teacher, ESE
Foltz, Craig	Teacher, K-12
Johnson, Lisa	Teacher, K-12
O'Donnell, Jerry	Teacher, K-12

b. Duties

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

The principal provides a common vision for the use of data-based decision-making, ensuring that all students are making academic achievement. The principal also observes teacher classrooms, providing feedback to improve teacher instruction. The principal conducts leadership meetings monthly to communicate instructional expectations and changes to ensure single school culture.

Assistant principals oversee the implementation of the common vision for the use of data-based decision-making, ensuring that all students in their grade level are making academic achievement. The assistant principals conduct classroom walk throughs routinely, providing feedback to improve teacher instruction. The assistant principal attend leadership meetings monthly to support instructional expectations and changes to ensure single school culture.

Department chairs lead the implementation of the common vision for the use of data-based decision-making, ensuring that all students in their department are making academic achievement. The department chairs discuss articulation of expectations between grade levels. The department chairs attend leadership meetings monthly to communicate instructional expectations and changes to their department in order to

ensure single school culture.

PLC leaders lead the implementation of the common vision for the use of data-based decision-making, ensuring that all students in their grade-level content area are making academic achievement. The Learning Team Leaders collaborate with team members to review data, discuss curriculum, and plan instruction to ensure single school culture.

2. 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

School leadership reviews data which is obtained through the following resources:
 Baseline data: Florida Standards Assessment (FSA) Winter Diagnostics, SRI, Florida Assessments for Instruction in Reading (FAIR), Palm Beach Performance Writing Assessments, EOC Diagnostics

Progress Monitoring: Florida Standards Assessment (FSA) Diagnostics, FSQs and USAs, SRI, Florida Assessments for Instruction in Reading (FAIR), Palm Beach Performance Writing Assessments, EOC Diagnostics

Mid year: Florida Standards Assessment (FSA) Winter Diagnostics, SRI, Florida Assessments for Instruction in Reading (FAIR), Palm Beach Performance Writing Assessments, EOC Diagnostics

End of year: Florida Standards Assessment (FSA), SRI, Florida Assessments for Instruction in Reading (FAIR), Palm Beach Performance Writing Assessments, EOC Exams

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Joe Peccia	Principal
Brian Jassem	Teacher
Amy Beth Cartoon	Parent
Sheri Goldstein	Business/Community
Melanie Clesi	Education Support Employee
Carolyn Thews	Teacher
Ivy Kaufman	Parent
Micheal Daniels	Parent
Anthony Polk	Student
Julie Brown	Business/Community
Paula Weiss	Parent
Thomas D'Annunzio	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC was part of the development and approval of the School Improvement Plan.

b. Development of this school improvement plan

Members of the school community meet in the summer to discuss testing results and objectives for the upcoming academic year. This year the group met and wrote our long term and short-term objectives, as well as, barriers and strategies. The SAC chair wrote the School Improvement Plan based on this information. When the plan is complete, it is presented to SAC for a vote for approval.

c. Preparation of the school's annual budget and plan

The principal and the bookkeeper prepare the school's annual budget and plan. The prepared budget is presented to SAC for approval.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

- Student Recognition - \$1,500
- Elementary Buses - \$1,200
- Stipend/Fringe - \$2300
- Soaring Eagles Academy - \$1659
- Tutoring - \$1000
- Reading Incentives - \$1500

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Peccia, Joseph	Principal
Russ, Feneé	Assistant Principal
Jassem, Brian	Teacher, K-12
Hernandez, Marisol	Teacher, K-12
Offenkrantz, Lynda	Teacher, ESE
Gremaux, Kendra	Teacher, K-12
Bradley, Christina	Teacher, K-12
Gilman, Sunshine	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The purpose ELMS Literacy Committee is to improve school readiness and success in the area of language and literacy for all students. The ELMS Literacy Committee initiative is to:

1. Increase the percentage of ELMS students who meet or exceed proficiency on the FSA Reading assessments.
2. Increase the use of data and data analysis to inform all about the effectiveness of literacy instruction.

Various reading strategies are used, including:

Literacy week activities

FSA preparation

Coordinating with after school program to provide FSA prep material

Assisting Media Center with Book Fair three times a year

Family Reading Night

Monitor CRISS strategies

FSA word of the day

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The pillars of effective instruction lead our instructional practices to provide each student with the opportunity to ensure high school readiness and to prepare them for post secondary success. This is accomplished via collaboration and a student-centered approach to learning. Students take an ownership of both their learning and assessment which provides them with the skills and motivation needed to become academically successful. Differentiated instruction as well as technology are incorporating into the curriculum through the use of data and sharing and examining best practices. These concepts are developed through:

- Department Meetings
- Professional Learning Communities Meetings: discuss data, plan instruction accordingly, common tests, sharing and examine best practices
- Professional development: training by department or learning teams

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Kristi Mandravellos - ESP contact/Assistant Principal

Implement the approved School District of Palm Beach County Recruitment and Retention Plan (ESP).

Monthly beginning teacher meetings for first through third year teachers

Meaningful, relevant professional development opportunities

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

District approved ESP program under the guidance of Kristi Mandravellos (Assistant Principal)

The new teachers are paired with an experienced teacher in their department or grade level.

First through third year teachers participate in a monthly round table discussion.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

All teachers are required to attend content-area pre-school conferences. Learning teams meet to ensure lesson plans are aligned to Florida's standards. Teachers use Blender to direct instruction. Administrators check for compliance with Florida's standard during walk throughs. Professional development opportunities are planned to support Florida's standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The pillars of effective instruction focuses on providing students with the education and skills necessary in order to be college and career ready. This is accomplished through setting high expectations for all students as they continue to be provided with a relevant and rigorous, standards-based curriculum. Additionally, they know that they have the support of the school administrators, teachers, support staff, and their peers. This additional support is accomplished by:

- Placing students in classes according to their needs (i.e. intensive reading, regular, advanced, gifted classes, or Algebra One Challenge class). Results of winter diagnostics are analyzed and students with needs are assigned remediation.
- Small group instruction, one-on-one instruction, use of online programs (Read 180, online textbook resources, Khan Academy) are some strategies used by classroom teachers to assist students having difficulty with attaining proficiency. Classroom instruction is

differentiated through whole group instruction, small group instruction, one-on-one instruction and technology.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 216

After School Program provides academic tutoring, robotics program, technology opportunities, culinary instruction, and college readiness program.

Strategy Rationale

The After School Program provides a safe nurturing environment that empowers students with the skills, knowledge, and experiences to become productive, educated, competitive and responsible students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Rochelle, tywonia.gonzalez@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom results, test results, robotics competition results, number of students participating in various community activities, student and parent feedback

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

- Fifth Grade Parent Night for incoming 6th graders
- Video visit to feeder elementary schools with current middle school students that have attended previously those elementary schools
- Peer mediators meet with elementary school students in small groups to answer questions about ELMS
- Students are bused in from our feeder elementary schools and tour Eagles Landing. They visit classrooms, talk to students, listen to the band and chorus.
- Open House for feeder high schools
- Presentations from feeder high schools
- College Readiness Program for parents

b. College and Career Readiness

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

Annual Career Day - Business leaders from the community present to 7th graders to promote career choices

Promotion of high school choice programs - Feeder high schools visit Eagles Landing Middle School to present and counsel students regarding their high school choices.

Palm Beach State College participates in Parent University

Sixth and Seventh grade students complete career interest inventories and create individual FL Choices Website portfolio

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Industry Certifications: Internet Business Associate, Site Development Associate, & ICT Web Design

Nutrition and Wellness - Students will be introduced to the hospitality/tourism industry, which will include travel, amusement centers, lodging, cruise-line, and restaurant careers

Production Technology course - Students work on the computer using Adobe Photo Elements Software. They learn how to merge images, create cartoon characters, and graphic design

Yearbook course - Students will learn all aspects of designing and creating a yearbook. The curriculum will focus on creative writing and journalism.

Earth Space science course

Robotics course

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving
Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students then we will ensure high school readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. 1a

G094819

Targets Supported 1b

Indicator	Annual Target
High School Readiness	92.0
FSA ELA Achievement	78.0
Statewide Science Assessment Achievement	70.0
High School Readiness	82.1
ELA/Reading Lowest 25% Gains	70.0
Middle School Acceleration	75.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge with using data to identify the specific needs of our students which impedes us from developing standards aligned lessons that integrates the use of learning goals and scales which serve as the pathway to progress monitor academic success of our students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Monitor behavior statistics. Provide interventions through effective communication between all stakeholders.
- PLCs using the Performance Matters district assessments, Winter Diagnostics results to direct instruction strategies.
- Professional development for all content area teachers to help improve fluency.
- After school program provides tutoring/homework help. Tutors work with students on study habits, organizing notebooks and study skills.
- Mentoring program provides positive role models.

Plan to Monitor Progress Toward G1. 8

Analyze data from Winter Diagnostics and PB Assessments to determine adjustments to our plan as needed.

Person Responsible

Joseph Peccia

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

The results from each PBPA and diagnostics will be analyzed and strategies put in place to address areas of need. Complete mid-year reflection.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving
Step

 S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. **1**

 G094819

G1.B1 We have a challenge with using data to identify the specific needs of our students which impedes us from developing standards aligned lessons that integrates the use of learning goals and scales which serve as the pathway to progress monitor academic success of our students.

2

 B255012

G1.B1.S1 Provide students with a support system that promotes their social/emotional and academic success within a personalized learning environment. **4**

 S269455

Strategy Rationale

If we ensure a safe and supportive school climate, then we will see an increase in student engagement and an improvement in student outcomes.

Action Step 1 **5**

Monitor behavior and attendance data.

Person Responsible

Kristi Mandravellos

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

SIS data, Principal's Dashboard

Action Step 2 **5**

Provide interventions and support through effective communication between all stakeholders. By providing students with an understanding that being in class regularly helps their learning and will lead towards their success which will ultimately prepare them for high school.

Person Responsible

Kristi Mandravellos

Schedule

Monthly, from 3/5/2018 to 6/1/2018

Evidence of Completion

School Counselor Lesson Plans, teacher intervention logs

Action Step 3 5

Students attending Soaring Eagles Academy to receive tutoring from certified teachers.

Person Responsible

Kristi Mandravellos

Schedule

Weekly, from 9/4/2017 to 4/6/2018

Evidence of Completion

Progress reports and report cards are checked, work is monitored and students are provided help accordingly.

Action Step 4 5

Provide one-on-one mentoring to students in need with weekly check-ins

Person Responsible

Alyse Stoll

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Student Mentor List

Action Step 5 5

Recognize and reward success of all students to foster a positive school climate.(SOARS cards)

Person Responsible

Kristi Mandravellos

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Increase in positive behaviors

Action Step 6 5

Monitor SOARS cards usage among teachers.

Person Responsible

Kristi Mandravellos

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Count of SOARS cards by teacher.

Action Step 7 5

Monitor Interscholastic athletes academic progress and conduct and provide interventions as needed.

Person Responsible

Brian Jassem

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Weekly progress reports show that athletes meet grade and conduct criteria.

Action Step 8 5

All Interscholastic athletes will take an ownership of their academics and behaviors which establishes personalized learning opportunities and a safe and supportive school climate for students

Person Responsible

Brian Jassem

Schedule

Daily, from 9/4/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, informal/formal Observations, improvement of student behavior

Action Step 9 5

Use single school culture to encourage students to "level up" in regards to their learning goal scales.

Person Responsible

Joseph Peccia

Schedule

Daily, from 9/4/2017 to 6/1/2018

Evidence of Completion

Scales developed and being used in classrooms

Action Step 10 5

Encourage and empower students to take an ownership of their learning and assessments in order to promote academic success.

Person Responsible

Joseph Peccia

Schedule

Daily, from 9/4/2017 to 6/1/2018

Evidence of Completion

Informal/formal Observations of teachers and students using Scales

Action Step 11 5

Staff and students will use the term "level up" as common verbiage to encourage students to move from one level on their learning goal scale to the next.

Person Responsible

Joseph Peccia

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Data chats/binders will be used to monitor the progress of student achievement based upon the learning goal scales and how that data reflects their proficiency level of state assessments.

Action Step 12 5

Teachers will incorporate a student-driven, collaborate approach to learning while using higher order Depth of Knowledge question stems and technology to increase academic achievement.

Person Responsible

Joseph Peccia

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans and informal/formal observations will be used to monitor these strategies for fidelity.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership team will meet to review evidences and implementation of the actions steps to work through any implementation issues and determine next steps.

Person Responsible

Joseph Peccia

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Leadership meeting agenda

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Leadership team will meet to review formative data such as principal's dashboard (attendance/behavior), FSQ and USAs to determine the impact this strategy and its action steps are having on improving student outcomes.

Person Responsible

Joseph Peccia

Schedule

Every 6 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Leadership Team Agenda, I-Observation Data, Formative Assessment Data

G1.B1.S2 Provide staff with professional learning opportunities focused on planning and delivering effective instruction to meet the various needs of our students. 4

S269456

Strategy Rationale

If we develop the capacity of our staff in delivering effective instruction and personalizing learning, then we will see improvement in student outcomes.

Action Step 1 5

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.

Person Responsible

Joseph Peccia

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas and minutes, learning goals and scales

Action Step 2 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.

Person Responsible

Joseph Peccia

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas and minutes, learning goals and scales

Action Step 3 5

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.

Person Responsible

Joseph Peccia

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas and minutes, learning goals and scales

Action Step 4 5

Provide teachers with professional development in monitoring attendance and behavior data to ensure they're able to provide support and interventions to students immediately.

Person Responsible

Joseph Peccia

Schedule

Semiannually, from 8/28/2017 to 6/1/2018

Evidence of Completion

PD agenda and materials, sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership team will meet to review evidences and implementation of the actions steps to work through any implementation issues and determine next steps.

Person Responsible

Joseph Peccia

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Leadership Meeting Agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Leadership team will meet to review formative data such as principal's dashboard (attendance/behavior), FSQ and USAs to determine the impact this strategy and its action steps are having on improving student outcomes.

Person Responsible

Joseph Peccia

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Leadership Team Agenda, I-Observation Data, Formative Assessment Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A3 A359827	Students attending Soaring Eagles Academy to receive tutoring from certified teachers.	Mandravellos, Kristi	9/4/2017	Progress reports and report cards are checked, work is monitored and students are provided help accordingly.	4/6/2018 weekly
G1.MA1 M384519	Analyze data from Winter Diagnostics and PB Assessments to determine adjustments to our plan as...	Peccia, Joseph	9/4/2017	The results from each PBPA and diagnostics will be analyzed and strategies put in place to address areas of need. Complete mid-year reflection.	6/1/2018 monthly
G1.B1.S1.MA1 M384515	Leadership team will meet to review formative data such as principal's dashboard...	Peccia, Joseph	8/14/2017	Leadership Team Agenda, I-Observation Data, Formative Assessment Data	6/1/2018 every-6-weeks
G1.B1.S1.MA1 M384516	Leadership team will meet to review evidences and implementation of the actions steps to work...	Peccia, Joseph	8/14/2017	Leadership meeting agenda	6/1/2018 monthly
G1.B1.S1.A1 A359825	Monitor behavior and attendance data.	Mandravellos, Kristi	9/4/2017	SIS data, Principal's Dashboard	6/1/2018 monthly
G1.B1.S1.A2 A359826	Provide interventions and support through effective communication between all stakeholders. By...	Mandravellos, Kristi	3/5/2018	School Counselor Lesson Plans, teacher intervention logs	6/1/2018 monthly
G1.B1.S1.A4 A359828	Provide one-on-one mentoring to students in need with weekly check-ins	Stoll, Alyse	9/4/2017	Student Mentor List	6/1/2018 weekly
G1.B1.S1.A5 A359829	Recognize and reward success of all students to foster a positive school climate.(SOARS cards)	Mandravellos, Kristi	9/4/2017	Increase in positive behaviors	6/1/2018 weekly
G1.B1.S1.A6 A359830	Monitor SOARS cards usage among teachers.	Mandravellos, Kristi	9/4/2017	Count of SOARS cards by teacher.	6/1/2018 monthly
G1.B1.S1.A7 A359831	Monitor Interscholastic athletes academic progress and conduct and provide interventions as needed.	Jassem, Brian	9/4/2017	Weekly progress reports show that athletes meet grade and conduct criteria.	6/1/2018 weekly
G1.B1.S1.A8 A359832	All Interscholastic athletes will take an ownership of their academics and behaviors which...	Jassem, Brian	9/4/2017	Lesson Plans, informal/formal Observations, improvement of student behavior	6/1/2018 daily
G1.B1.S1.A9 A359833	Use single school culture to encourage students to "level up" in regards to their learning goal...	Peccia, Joseph	9/4/2017	Scales developed and being used in classrooms	6/1/2018 daily
G1.B1.S1.A10 A359834	Encourage and empower students to take an ownership of their learning and assessments in order to...	Peccia, Joseph	9/4/2017	Informal/formal Observations of teachers and students using Scales	6/1/2018 daily
G1.B1.S1.A11 A359835	Staff and students will use the term "level up" as common verbiage to encourage students to move...	Peccia, Joseph	9/4/2017	Data chats/binders will be used to monitor the progress of student achievement based upon the learning goal scales and how that data reflects their proficiency level of state assessments.	6/1/2018 monthly
G1.B1.S1.A12 A359836	Teachers will incorporate a student-driven, collaborate	Peccia, Joseph	9/4/2017	Teacher lesson plans and informal/formal observations will	6/1/2018 weekly

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Eagles Landing Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	approach to learning while using higher...			be used to monitor these strategies for fidelity.	
G1.B1.S2.MA1 M384517	Leadership team will meet to review formative data such as principal's dashboard...	Peccia, Joseph	8/14/2017	Leadership Team Agenda, I-Observation Data, Formative Assessment Data	6/1/2018 monthly
G1.B1.S2.MA1 M384518	Leadership team will meet to review evidences and implementation of the actions steps to work...	Peccia, Joseph	8/14/2017	Leadership Meeting Agendas	6/1/2018 monthly
G1.B1.S2.A1 A359837	Teachers will be provided with support and guidance PLCs that will focus on unpacking the standards...	Peccia, Joseph	8/14/2017	PLC agendas and minutes, learning goals and scales	6/1/2018 biweekly
G1.B1.S2.A2 A359838	Teachers will be provided with support and guidance during PLCs that will focus on planning...	Peccia, Joseph	8/14/2017	PLC agendas and minutes, learning goals and scales	6/1/2018 biweekly
G1.B1.S2.A3 A359839	Teachers will be provided with support and guidance PLCs to gather, desaggragate, and analyze data...	Peccia, Joseph	8/14/2017	PLC agendas and minutes, learning goals and scales	6/1/2018 biweekly
G1.B1.S2.A4 A359840	Provide teachers with professional development in monitoring attendance and behavior data to ensure...	Peccia, Joseph	8/28/2017	PD agenda and materials, sign in sheet	6/1/2018 semiannually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we deliver effective and relevant instruction to meet the needs of all students then we will ensure high school readiness.

G1.B1 We have a challenge with using data to identify the specific needs of our students which impedes us from developing standards aligned lessons that integrates the use of learning goals and scales which serve as the pathway to progress monitor academic success of our students.

G1.B1.S2 Provide staff with professional learning opportunities focused on planning and delivering effective instruction to meet the various needs of our students.

PD Opportunity 1

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.

Facilitator

PLC Leader

Participants

Instructional Staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

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.

Facilitator

PLC Leader

Participants

Instructional Staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

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.

Facilitator

PLC Leader

Participants

Instructional Staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 4

Provide teachers with professional development in monitoring attendance and behavior data to ensure they're able to provide support and interventions to students immediately.

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

Semiannually, from 8/28/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Monitor behavior and attendance data.				\$0.00
2	G1.B1.S1.A10	Encourage and empower students to take an ownership of their learning and assessments in order to promote academic success.				\$0.00
3	G1.B1.S1.A11	Staff and students will use the term "level up" as common verbiage to encourage students to move from one level on their learning goal scale to the next.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2461 - Eagles Landing Middle School	School Improvement Funds		\$1,200.00
<i>Notes: Elementary Buses</i>						
4	G1.B1.S1.A12	Teachers will incorporate a student-driven, collaborate approach to learning while using higher order Depth of Knowledge question stems and technology to increase academic achievement.				\$2,751.79
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2461 - Eagles Landing Middle School	School Improvement Funds		\$2,751.79
<i>Notes: Reading Incentives</i>						
5	G1.B1.S1.A2	Provide interventions and support through effective communication between all stakeholders. By providing students with an understanding that being in class regularly helps their learning and will lead towards their success which will ultimately prepare them for high school.				\$0.00
6	G1.B1.S1.A3	Students attending Soaring Eagles Academy to receive tutoring from certified teachers.				\$4,733.21
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2461 - Eagles Landing Middle School	School Improvement Funds		\$2,433.21
<i>Notes: Soaring Eagles Academy/Tutorig</i>						
			2461 - Eagles Landing Middle School	School Improvement Funds		\$2,300.00
<i>Notes: Stipend/Fringe</i>						

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7	G1.B1.S1.A4	Provide one-on-one mentoring to students in need with weekly check-ins				\$0.00
8	G1.B1.S1.A5	Recognize and reward success of all students to foster a positive school climate.(SOARS cards)				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2461 - Eagles Landing Middle School	School Improvement Funds		\$1,500.00
			<i>Notes: Student Recognition</i>			
9	G1.B1.S1.A6	Monitor SOARS cards usage among teachers.				\$0.00
10	G1.B1.S1.A7	Monitor Interscholastic athletes academic progress and conduct and provide interventions as needed.				\$0.00
11	G1.B1.S1.A8	All Interscholastic athletes will take an ownership of their academics and behaviors which establishes personalized learning opportunities and a safe and supportive school climate for students				\$0.00
12	G1.B1.S1.A9	Use single school culture to encourage students to "level up" in regards to their learning goal scales.				\$0.00
13	G1.B1.S2.A1	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.				\$0.00
14	G1.B1.S2.A2	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.				\$0.00
15	G1.B1.S2.A3	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.				\$0.00
16	G1.B1.S2.A4	Provide teachers with professional development in monitoring attendance and behavior data to ensure they're able to provide support and interventions to students immediately.				\$0.00
					Total:	\$10,185.00