

The School District of Palm Beach County

Eagles Landing Middle School



2016-17 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) Middle School 6-8	2018-19 Title I School No	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 41%
-------------------------------------------------------------------------------------	-----------------------------------------	----------------------------------------------------------------------------------------------

Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 46%
------------------------------------------------------------------------------	---------------------------------	--------------------------------------------------------------------------------

School Grades History

Year Grade	2017-18	2014-15	2013-14	2012-13
	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 11/16/2016.

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	5
Differentiated Accountability	7
Current School Status	8
Supportive Environment	8
Family and Community Engagement	10
Effective Leadership	11
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of “Former F.” These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Eagles Landing Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	Not In DA - 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 creating a safe, nurturing environment that builds a foundation of college preparedness as well as empowering students with the skills, knowledge, and experiences necessary to become productive, educated, competitive and responsible citizens in the global community.

b. Provide the school's vision statement

5 Year Vision

- Achieve academic growth for all students
- Provide a drug-free environment
- Provide a bully-free environment
- Provide staff development opportunities related to current educational trends
- Provide an environment that supports a life-long desire for learning
- Provide universal access to innovative technology and instruction
- Utilize and foster digital literacy and responsibility in a school-wide setting
- Develop school to career and college readiness programs
- Increase involvement of all stakeholders through consistent communication
- Provide a green school environment that supports green school initiatives, green school education, and practices green policies and procedures
- Utilize a School-wide Positive Behavior Support model to create a climate that promotes school pride among students, families and staff.

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 incorporate 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 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 and his/her contributions are highlighted.
- Women's Contributions are discussed in the Civic 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 Run is a group 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 school 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. 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.

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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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	4	8	9	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	14	22	34	0	0	0	0	70
Course failure in ELA or Math	0	0	0	0	0	0	12	34	16	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	3	11	8	0	0	0	0	22

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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP 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 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

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Chiapetta, Cynthia	Principal
Russ, Feneo	Assistant Principal
Mandravellos, Kristi	Assistant Principal
Kabinoff, Phyllis	Assistant Principal
Berger, Ali	Teacher, K-12
Ardis, Stacy	Teacher, K-12
Berger, Ellen	Teacher, K-12
Crout, Terry	Teacher, K-12
Catalano, Jennifer	Teacher, K-12
Fuerstenberg, Deb	Teacher, K-12
Garner, Bobby	Teacher, K-12
Geraci, Carrie	Teacher, K-12
Gilman, Sunshine	Teacher, K-12
Gremaux, Kendra	Teacher, K-12
Hernandez, Marisol	Teacher, K-12
Johnson, Lisa	Instructional Media
Macintyre, Lori	Teacher, ESE
Morales, Pedro	Teacher, K-12
O'Donnell, Jerry	Teacher, K-12
Redinger, Jean	Guidance Counselor
Saupe, Twila	Teacher, K-12
Silver, Caryn	Teacher, K-12
Stoll, Alyse	Teacher, ESE
Yallop, Gina	Teacher, Career/Technical
Offenkrantz, Lynda	Teacher, K-12
Millet, Anna	Teacher, ESE
Kelly, Naureen	Teacher, K-12
Bradley, Christina	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.

Learning Team 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
	Teacher
Cindy Chiapetta	Principal
Rebecca Miller	Parent
Ellen Berger	Teacher
Tammi Stein	Parent
Felicia Gordon	Parent
Carolyn Thews	Teacher
Yoly Amador	Teacher
Naureen Kelly	Teacher
Alicia Diecidue	Education Support Employee
Tracie Mazza	Parent
Genarine Castillo	Parent
Ivy Kaufman	Parent
Harel Temples	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC is 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

- \$1200 allocated for buses to elementary schools
- \$1500 towards reading incentives
- \$2300 toward 4 club stipends
- \$1659 for Soaring Eagles Academy program - pays teachers to tutor students on Saturdays
- \$1500 for student recognition
- \$1000 for additional tutoring

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
Chiapetta, Cynthia	Principal
Russ, Feneé	Assistant Principal
Garner, Bobby	Teacher, K-12
Stoll, Alyse	Teacher, ESE
Bradley, Christina	Teacher, K-12
Ladd, Amanda	Teacher, K-12
Offenkrantz, Lynda	Teacher, ESE
Millet, Anna	Teacher, ESE

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
- Implementing Book-It program across the curriculum
- 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 response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

- Department Meetings monthly
- Learning Team Meetings bi-weekly: discuss data, plan instruction accordingly, common tests, encourage sharing strategies from all team members
- 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).

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.

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

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

Students are placed in classes according to their needs (i.e. intensive reading, regular, advanced, or gifted classes). 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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

- Open House for incoming 6th graders
- 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 council students regarding their high school choices.

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

Nutrition and Wellness - Students will be introduced to the hospitality/tourism industry, which will include travel, amusement centers, lodging, cruiseline, 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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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

G083631

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	61.0

Targeted Barriers to Achieving the Goal 3

- Social/ Emotional

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

Data from FSQs and USAs, Winter Diagnostics and PB Assessments

Person Responsible

Cynthia Chiapetta

Schedule

Monthly, from 9/1/2016 to 4/28/2017

Evidence of Completion

The results from each FSQ, USA, PBPA, and diagnostics will be analyzed and strategies put in place to address areas of need.

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

 G083631

G1.B1 Social/ Emotional **2**

 B221970

G1.B1.S1 Monitor behavior and attendance statistics. Provide interventions and support through effective communication between all stakeholders. **4**

 S234216

Strategy Rationale

By providing students with an understanding that being in class regularly helps their learning and will lead towards their success.

Action Step 1 **5**

Behavior statistics; Attendance records

Person Responsible

Cynthia Chiapetta

Schedule

On 5/31/2017

Evidence of Completion

Behavior reports; teacher attendance data

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

Review discipline data monthly and present to staff.

Person Responsible

Cynthia Chiapetta

Schedule

Monthly, from 9/1/2016 to 4/28/2017

Evidence of Completion

Monthly discipline reports

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

Positive Behavior team will review data and make recommendations to staff for improvement.

Person Responsible

Cynthia Chiapetta

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Monthly discipline reports.

G1.B1.S2 After school program: Wednesday morning tutoring; Soaring Eagles Academy 4

S234217

Strategy Rationale

These programs provide tutoring in small settings.

Action Step 1 5

Students attending these programs receive tutoring from certified teachers

Person Responsible

Rochelle Gonzalez

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

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

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

Progress reports and report cards are checked. Program director emails status to students teachers for feedback.

Person Responsible

Phyllis Kabinoff

Schedule

On 5/31/2017

Evidence of Completion

Student grades will be checked. Administrators walk through the area observing students engaged and working.

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

Walk through by administrator to monitor students working.

Person Responsible

Phyllis Kabinoff

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Students are working with teachers, using the computers for remediation and enrichment.

G1.B1.S3 Positive Behavior Support Program 4

 S234218

Strategy Rationale

Provides one-on-one mentoring to students in need. The program recognizes and rewards success for all students.

Action Step 1 5

Monitor SOARS cards usage among teachers.

Person Responsible

Kristi Mandravellos

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Quarterly count of SOARS cards by teacher.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

SOARS card usage will be counted each quarter.

Person Responsible

Cynthia Chiapetta

Schedule

Quarterly, from 9/1/2016 to 4/28/2017

Evidence of Completion

SOARS cards that are turned in weekly by students.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Data on discipline, attendance, progress reports, report cards

Person Responsible

Cynthia Chiapetta

Schedule

Quarterly, from 9/1/2016 to 4/28/2017

Evidence of Completion

If suspensions are down, the D/F list has fewer Fs than in recent years, attendance is improved

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M305615	Data from FSQs and USAs, Winter Diagnostics and PB Assessments	Chiapetta, Cynthia	9/1/2016	The results from each FSQ, USA, PBPA, and diagnostics will be analyzed and strategies put in place to address areas of need.	4/28/2017 monthly
G1.B1.S1.MA1 M305610	Review discipline data monthly and present to staff.	Chiapetta, Cynthia	9/1/2016	Monthly discipline reports	4/28/2017 monthly
G1.B1.S3.MA1 M305613	Data on discipline, attendance, progress reports, report cards	Chiapetta, Cynthia	9/1/2016	If suspensions are down, the D/F list has fewer Fs than in recent years, attendance is improved	4/28/2017 quarterly
G1.B1.S3.MA1 M305614	SOARS card usage will be counted each quarter.	Chiapetta, Cynthia	9/1/2016	SOARS cards that are turned in weekly by students.	4/28/2017 quarterly
G1.B1.S1.MA1 M305609	Positive Behavior team will review data and make recommendations to staff for improvement.	Chiapetta, Cynthia	9/1/2016	Monthly discipline reports.	5/31/2017 monthly
G1.B1.S1.A1 A301092	Behavior statistics; Attendance records	Chiapetta, Cynthia	9/1/2016	Behavior reports; teacher attendance data	5/31/2017 one-time
G1.B1.S2.MA1 M305611	Walk through by administrator to monitor students working.	Kabinoff, Phyllis	9/1/2016	Students are working with teachers, using the computers for remediation and enrichment.	5/31/2017 monthly
G1.B1.S2.MA1 M305612	Progress reports and report cards are checked. Program director emails status to students teachers...	Kabinoff, Phyllis	9/1/2016	Student grades will be checked. Administrators walk through the area observing students engaged and working.	5/31/2017 one-time
G1.B1.S2.A1 A301093	Students attending these programs receive tutoring from certified teachers	Gonzalez, Rochelle	9/1/2016	Progress reports and report cards are checked, work is monitored and students are provided help accordingly.	5/31/2017 monthly
G1.B1.S3.A1 A301094	Monitor SOARS cards usage among teachers.	Mandravellos, Kristi	9/1/2016	Quarterly count of SOARS cards by teacher.	5/31/2017 quarterly

V. Professional Development Opportunities

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

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

G1.B1 Social/ Emotional

G1.B1.S1 Monitor behavior and attendance statistics. Provide interventions and support through effective communication between all stakeholders.

PD Opportunity 1

Behavior statistics; Attendance records

Facilitator

Naureen Kelly

Participants

Staff, especially new teachers

Schedule

On 5/31/2017

G1.B1.S2 After school program: Wednesday morning tutoring; Soaring Eagles Academy

PD Opportunity 1

Students attending these programs receive tutoring from certified teachers

Facilitator

Naureen Kelly

Participants

content area teachers

Schedule

Monthly, from 9/1/2016 to 5/31/2017

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	Behavior statistics; Attendance records				\$2,700.00
Function	Object	Budget Focus	Funding Source	FTE	2016-17	
		2461 - Eagles Landing Middle School	School Improvement Funds		\$2,700.00	
<i>Notes: Student Recognition/ Incentive/busess</i>						
2	G1.B1.S2.A1	Students attending these programs receive tutoring from certified teachers				\$4,959.00
Function	Object	Budget Focus	Funding Source	FTE	2016-17	
		2461 - Eagles Landing Middle School			\$4,959.00	
<i>Notes: Reading Incentives/stipend fringe/</i>						
3	G1.B1.S3.A1	Monitor SOARS cards usage among teachers.				\$1,500.00
Function	Object	Budget Focus	Funding Source	FTE	2016-17	
		2461 - Eagles Landing Middle School	School Improvement Funds		\$1,500.00	
Total:					\$9,159.00	