



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Eagles Landing Middle School**

19500 CORAL RIDGE DR

Boca Raton, FL 33498

561-470-7000

[www.edline.net/pages/elms](http://www.edline.net/pages/elms)

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 44%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 44%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Eagles Landing Middle School

##### Principal

Cynthia Chiapetta

##### School Advisory Council chair

Naureen Kelly and Jillian Prieur

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Stacy Ardis	Math Department Co-chair
Ellen Berger	LTM Arts
Kathryn Black	LTM 6th grade Language Arts
Courtney Brunnicardi	LTM 7th grade Language Arts
Jennifer Catalano	LTM 8th grade Science
Jill Davis	LTM 7th grade Math
Chris Fitchette	LTM 8th grade Math
Craig Foltz	LTM 7th grade Science
Carrie Geraci	LTM 6th grade Science
Kendra Gremaux	Language Arts Co-chair
Kathleen Louper	LTM 8th grade Social Studies
Lori MacIntyre	LTM ESE
Barbara Bloom	Language Arts Co-chair
Elizabeth Gottlieb	LTM 8th grade Language Arts
Jerry O'Donnell	Science Chair
Ali Berger	Math Co-chair
Sunshine Gilman	LTM Reading
Alyse Stoll	Reading Co-chair
Marisol Hernandez	Reading Co-chair/ESOL
Laura Riggs	LTM 6th Grade Math
Gina Yallop	LTM CTE
Jean Redinger	Guidance Coordinator
Lynn Reteen	ESE Coordinator
Twila Saupe	LTM 6th grade Social Studies
Lynne Getch	Social Studies Chair/LTM 7th grade Social Studies

**District-Level Information**

**District**

Palm Beach

**Superintendent**

Mr. E. Wayne Gent

**Date of school board approval of SIP**

11/19/2013

**School Advisory Council (SAC)**

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

- Carolyn Thews - Teacher
- Naureen Kelly - Teacher/Co-chair
- Melanie Clesi - Secretary/Support Personnel
- Jillian Prieur - Teacher/Co-chair
- Kendra Palumbo - Parent/PTSA President
- Lori Samberg - Parent/Business Partner
- Stacy Klein - Parent
- Linda Kaye - Parent
- Felicia Gordon - Parent
- Taglima Velasquez- Parent

**Involvement of the SAC in the development of the SIP**

Monitor the five objectives which are math, science, reading, writing, and school wide positive behavior.

**Activities of the SAC for the upcoming school year**

Monitor and support the School Improvement Plan objectives.

**Projected use of school improvement funds, including the amount allocated to each project**

- \$900 allocated for buses to elementary schools
- \$700 toward Reading Plus incentives (\$100 each - 7 Intensive Reading teachers using the program)
- \$1000 toward club stipends for 2 clubs plus club benefits
- \$3000 for FCAT Starz program - pays teachers to tutor students before school, after school, and on Saturdays

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Cynthia Chiapetta**

Principal

Years as Administrator: 10

Years at Current School: 2

**Credentials**

Biology 6-12, Masters in Science Education, Administration and Supervision, School Principal K-12 Florida.  
Principal at Eagles Landing Middle School 2011-present.  
Assistant Principal at Spanish River High School 2009-2011.  
Assistant Principal at Santaluces High School 2005-2009.

**Performance Record**

2012-2013  
Grade A  
Reading Mastery: 74%. Math Mastery: 71%. Writing Mastery: 78%. Science Mastery: 61%. All subgroups did not make AYP.

2011-2012  
Grade A  
Reading Mastery: 74%. Math Mastery: 75%. Writing Mastery: 93%. All subgroups did not make AYP.

2010-2011  
Grade pending  
Reading Mastery: 72%. Math Mastery: 94%. Writing Mastery: 94%. Science Mastery: 72%. Did not make AYP for reading; All subgroups made mastery in math.

2009-2010  
Grade A  
Reading Mastery: 73%. Math Mastery: 94%. Writing Mastery: 94%. Science Mastery: 78%. Did not make AYP in free and reduced lunch and total subgroups for reading; All subgroups made mastery in math.

2008-2009  
Grade A  
Reading Mastery: 67%. Math Mastery: 91%. Science Mastery: 70%. Did not make AYP in Hispanic subgroup for reading; All subgroups made mastery in math.

2007-2008  
Grade C  
Reading Mastery: 31%. Math Mastery: 58%. Science Mastery: 36%. Did not make AYP.

2006-2007  
Grade C  
Reading Mastery: 30%. Math Mastery: 54%. Science Mastery: 34%. Did not make AYP.

2005-2006  
Grade C  
Did not make AYP.



**Dr. Feneo Russ**

Asst Principal

Years as Administrator: 15

Years at Current School: 10

**Credentials**

Business Education (Grades 6-12), Marketing (Grade 6-12).  
Assistant Principal at Eagles Landing Middle School  
2005-present.

**Performance Record**

2012-2013  
Grade A  
Reading Mastery: 74%. Math Mastery: 71%. Writing Mastery: 78%. Science Mastery: 61%. All subgroups did not make AYP.

2011-2012  
Grade A  
Reading Mastery: 74%. Math Mastery: 75%. Writing Mastery: 93%. All subgroups did not make AYP.

2010-2011  
Grade A  
Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery: 95%. Science Mastery: 71%. Did not make AYP.

2009-2010  
Grade A  
Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery: 95%. Science Mastery: 71%. Did not make AYP.

2008-2009  
Grade A  
Reading Mastery: 75%. Math Mastery: 80%. Did not make AYP.

2007-2008  
Grade A  
Reading High Standards: 80%. Math High Standards: 84%.  
Science High Standards: 60%. Made AYP through Safe Harbor.

2006-2007  
Grade A  
Reading Mastery: 67%. Math Mastery: 72%. Did not make AYP.

**Kristi Mandravellos**

Asst Principal

Years as Administrator: 13

Years at Current School: 13

**Credentials**

Educational Leadership (All Levels), Social Sciences (Grades 5-9)  
 Assistant Principal at Eagles Landing Middles School  
 2000-present

**Performance Record**

2012-2013  
 Grade A  
 Reading Mastery: 74%. Math Mastery: 71%. Writing Mastery: 78%. Science Mastery: 61%. All subgroups did not make AYP.

2011-2012  
 Grade A  
 Reading Mastery: 74%. Math Mastery: 75%. Writing Mastery: 93%. All subgroups did not make AYP.

2010-2011  
 Grade A  
 Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery: 95%. Science Mastery: 71%. Did not make AYP.

2009-2010  
 Grade A  
 Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery: 95%. Science Mastery: 71%. Did not make AYP.

2008-2009  
 Grade A  
 Reading Mastery: 75%. Math Mastery: 80%. Did not make AYP.

2007-2008  
 Grade A  
 Reading High Standards: 80%. Math High Standards: 84%. Science High Standards: 60%. Made AYP through Safe Harbor.

2006-2007  
 Grade A  
 Reading Mastery: 67%. Math Mastery: 72%. Did not make AYP.

2012-2013  
 Grade A  
 Reading Mastery: . Math Mastery: . Writing Mastery: . Science Mastery:

2011-2012  
 Grade A  
 Reading Mastery: 74%. Math Mastery: 75%. Writing Mastery: 93%. All subgroups did not make AYP.

2010-2011  
 Grade A  
 Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery: 95%. Science Mastery: 71%. Did not make AYP.

2009-2010  
 Grade A  
 Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery: 95%. Science Mastery: 71%. Did not make AYP.

2008-2009  
 Grade A

Reading Mastery: 75%. Math Mastery: 80%. Did not make AYP.  
2007-2008  
Grade A  
Reading High Standards: 80%. Math High Standards: 84%.  
Science High Standards: 60%. Made AYP through Safe Harbor.  
2006-2007  
Grade A  
Reading Mastery: 67%. Math Mastery: 72%. Did not make AYP.  
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Grade A  
Reading Mastery: . Math Mastery: . Writing Mastery: . Science  
Mastery:  
2011-2012  
Grade A  
Reading Mastery: 74%. Math Mastery: 75%. Writing Mastery:  
93%. All subgroups did not make AYP.  
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Grade A  
Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery:  
95%. Science Mastery: 71%. Did not make AYP.  
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Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery:  
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Grade A  
Reading Mastery: 75%. Math Mastery: 80%. Did not make AYP.  
2007-2008  
Grade A  
Reading High Standards: 80%. Math High Standards: 84%.  
Science High Standards: 60%. Made AYP through Safe Harbor.  
2006-2007  
Grade A  
Reading Mastery: 67%. Math Mastery: 72%. Did not make AYP.  
2012-2013  
Grade A  
Reading Mastery: . Math Mastery: . Writing Mastery: . Science  
Mastery:  
2011-2012  
Grade A  
Reading Mastery: 74%. Math Mastery: 75%. Writing Mastery:  
93%. All subgroups did not make AYP.  
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Grade A  
Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery:  
95%. Science Mastery: 71%. Did not make AYP.  
2009-2010  
Grade A  
Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery:  
95%. Science Mastery: 71%. Did not make AYP.  
2008-2009

Grade A  
 Reading Mastery: 75%. Math Mastery: 80%. Did not make AYP.  
 2007-2008  
 Grade A  
 Reading High Standards: 80%. Math High Standards: 84%.  
 Science High Standards: 60%. Made AYP through Safe Harbor.  
 2006-2007  
 Grade A  
 Reading Mastery: 67%. Math Mastery: 72%. Did not make AYP

**Phyllis Kabinoff**

Asst Principal

Years as Administrator: 19

Years at Current School: 4

**Credentials**

Arts, Music Education, Bachelor of Arts Psychology, ESOL  
 Endorsement.  
 Assistant Principal at Eagles Landing Middle School  
 2009-present.  
 Assistant Principal at Christa McAuliffe Middle School 2005-2007.

**Performance Record**

2012-2013  
 Grade A  
 Reading Mastery: 74%. Math Mastery: 71%. Writing Mastery:  
 78%. Science Mastery: 61%. All subgroups did not make AYP.  
 2011-2012  
 Grade A  
 Reading Mastery: 74%. Math Mastery: 75%. Writing Mastery:  
 93%. All subgroups did not make AYP.  
 2010-2011  
 Grade A  
 Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery:  
 95%. Science Mastery: 71%. Did not make AYP.  
 2009-2010  
 Grade A  
 Reading Mastery: 85%. Math Mastery: 89%. Writing Mastery:  
 95%. Science Mastery: 71%. Did not make AYP.  
 2008-2009  
 Grade A  
 Reading Mastery: 85%. Math Mastery: 89%. Science Mastery:  
 71%. Writing Mastery: 95% Did not make AYP.  
 2006-2007  
 Grade A  
 Reading Mastery: 78%. Math Mastery: 77%. Science Mastery:  
 59%. Did not make AYP.  
 2005-2006  
 Grade A  
 Reading Mastery: 76%. Math Mastery: 72%. Did not make AYP.

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

Mathematics

Credentials

Performance Record

**Classroom Teachers**

**# of classroom teachers**

78

**# receiving effective rating or higher**

78, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

78, 100%

**# ESOL endorsed**

32, 41%

**# reading endorsed**

15, 19%

**# with advanced degrees**

33, 42%

**# National Board Certified**

9, 12%

**# first-year teachers**

3, 4%

**# with 1-5 years of experience**

14, 18%

**# with 6-14 years of experience**

27, 35%

**# with 15 or more years of experience**

34, 44%

**Education Paraprofessionals**

**# of paraprofessionals**

20

**# Highly Qualified**

20, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Kristi Mandravellos - ESP contact/Assistant Principal  
 Implement the approved School District of Palm Beach County Recruitment and Retention Plan (ESP).

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

District approved ESP program under the guidance of Kristi Mandravellos (Assistant Principal)  
 Glynn Norton paired with Lynn Getch - same area of certification  
 Pedro Morales paired with Kathy Louper - same area of certification  
 Jennifer Winer paired with Bobby Garner - same area of certification

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

School based team data is maintained with the School Based Team leader. Data is obtained through the following resources:

Baseline data: Assessment and Information Management System (AIMsWeb), Florida Comprehensive Assessment Test (FCAT), SRI, Fluency, Palm Beach Fall Diagnostics

Progress Monitoring: AIMsWeb, FCAT Simulation

Mid year: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), SRI, fluency, Palm Beach Winter Diagnostics

End of year: FAIR, AIMsWeb, FCAT, SRI, Fluency

Frequency of data days: Twice a month for data analysis

When a student achieves success with a specific intervention, the process, other than routine monitoring, will come to a stop. Should interventions be unsuccessful, for an acceptable amount of time, the new interventions are created at the next area of need. When interventions are depleted, and no success or improvements are recognized, the SBT can make a motion to refer the student to the Child Study Team for evaluation for services.

The School-wide Positive Behavior Support (SwPBS) team meets monthly to behavior issues and brainstorm ideas to prevent negative behaviors and support positive behaviors of students.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The School Based Team is a comprehensive group of faculty members who meet together to brainstorm suggestions for students who have been identified as needing academic, emotional, developmental and/or behavioral support in the school. Rtl is a structured process that allows a student's unique situation to be discussed in an appropriate, equitable, and conducive manner to facilitate positive change. There are a variety of members that compose the School Based Team. These members attend the School Based Team as a result of either their specific involvement with the student based on their position at the school or their specific knowledge that is brought to the table with respect to the needs of the student and his/her situation. The consistent School Based Team members are:

**Principal:** Provides a common vision for the use of data-based decision-making, ensures the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

**Select General Education Teachers:** Provide information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement interventions, and integrates materials/instruction with activities.

**Exceptional Student Education (ESE) Teachers:** Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.

**Reading Instructional Specialist:** Provide guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; supports the implementation of intervention monitoring.

**School Psychologist:** Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention with fidelity; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

**Speech Language Pathologist:** Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language.

**Student Services Personnel:** Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the school and families to support the child's emotional, behavioral, and social success.

Additionally, we invite any available teachers of the student and the student's parent(s).

The Rtl process will be incorporated into the School Based Team which will support the School Improvement Plan by identifying perceived growth/improvement within our student population and, through appropriate intervention implemented with fidelity, create a plan most conducive to student growth and gains. The team provided data on: academic and social/emotional area that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, Summarizing); and aligned processes and procedures.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The School Based Team had monthly meetings that are established at the beginning of each school year to ensure the presence of the school psychologist at each meeting. If there is no business to discuss, and no new referrals are submitted, the meeting for that month is allowed to be canceled. Additionally, if

more referrals are submitted that can be appropriately addressed on the identified day, an additional meeting for that month will be scheduled.

The Rtl process includes the following steps:

- Discussion of the student referral (reason for the referral)
- Review of the cumulative file with respect to relevant data specific to current identified issue
- Share anecdotal information on student from a variety of sources (teachers, parents, and SBT member)
- Discussion of appropriate level interventions based upon current steps in the process
- Establish time frame for review

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

School based team data is maintained with the School Based Team leader. Data is obtained through the following resources:

Baseline data: Assessment and Information Management System (AIMsWeb), Florida Comprehensive Assessment Test (FCAT), SRI, Fluency, Palm Beach Fall Diagnostics

Progress Monitoring: AIMsWeb, FCAT Simulation, Behavior monitoring chart filled in daily by teachers (2 behavioral goals set)

Mid year: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), SRI, fluency, Palm Beach Winter Diagnostics

End of year: FAIR, AIMsWeb, FCAT, SRI, Fluency

Frequency of data days: Twice a month for data analysis

When a student achieves success with a specific intervention, the process, other than routine monitoring, will come to a stop. Should interventions be unsuccessful, for an acceptable amount of time, the new interventions are created at the next area of need. When interventions are depleted, and no success or improvements are recognized, the SBT can make a motion to refer the student to the Child Study Team for evaluation for services.

The SwPBS team supports teachers in rewarding positive behavior with SOARs cards. Teachers use SOARs cards to support and reward students who are Safe, Optimistic, Achieving, and Responsible students (SOARs). Five SOARs cards are chosen at random at the end of each week and students receive prizes for their safe, optimistic, achieving, and responsible behavior.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Principal has provided substitutes for teachers that are attending our SBT meetings. The SBT leader has been sent to professional development training. The Rtl process is explained in detail to parents involved in the Rtl process.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**



**Strategy:** Extended Day for All Students

**Minutes added to school year:**

**Strategy Purpose(s)**

""

**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

### Literacy Leadership Team (LLT)

#### Names and position titles of the members of the school-based LLT

Name	Title
Kathryn Black	Chair
Alyse Stoll	Reading Teacher
Bobby Garner	Science Teacher
Linda Brier	Language Arts Teacher
Lynda Offenkrantz	ESE Reading/Language Arts Teacher
Sunshine Gilman	Reading Teacher
Debbie Gollinger	Language Arts Teacher
Dr. Fenee Russ	Assistant Principal
Cindy Chiapetta	Principal

#### How the school-based LLT functions

The team meets once a month. The team solicits information from team members to see that literacy is promoted among all students across the curriculum and school environment.

#### Major initiatives of the LLT

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 FCAT 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

FCAT preparation

Coordinating with after school program to provide FCAT 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

FCAT word of the day.

### Every Teacher Contributes to Reading Instruction

## **How the school ensures every teacher contributes to the reading improvement of every student**

There is time built into our daily schedules for all teachers to have students do independent reading. As part of Single School Culture, teachers incorporate Book-It (independent reading) during the lunch period each day. All language arts teachers require students to complete Reading Counts quizzes quarterly. As part of professional development all teachers are being trained in close readings. Social studies and science teachers have been trained and incorporate reading strategies in their classrooms.

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Computers for College Careers course (CCC) - Students will learn 2007 Microsoft Office programs (Excel, Access, PowerPoint, and Word)

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

Palm Beach Virtual classes - Law Studies, Career Exploration and Decision Making, Outdoor Education, Music of the World, Parenting Skills, Personal and Family Finance, Psychology I (8th grade students enrolled in PB Virtual School are eligible for High School credit)

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

#### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

#### **Strategies for improving student readiness for the public postsecondary level**

N/A

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	74%	No	81%
American Indian	66%	76%	Yes	69%
Asian	88%	81%	No	90%
Black/African American	69%	55%	No	72%
Hispanic	73%	66%	No	76%
White	83%	80%	No	85%
English language learners	48%	19%	No	54%
Students with disabilities	54%	48%	No	59%
Economically disadvantaged	70%	61%	No	73%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	400	33%	35%
Students scoring at or above Achievement Level 4	490	41%	43%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	24%	27%
Students scoring at or above Level 7	34	62%	65%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	924	74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	231	81%	83%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	28	65%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	49%	51%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	36%	38%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	308	78%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	11	92%	94%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	71%	No	84%
American Indian	71%	76%	Yes	74%
Asian	93%	87%	No	94%
Black/African American	63%	47%	No	66%
Hispanic	78%	61%	No	80%
White	87%	79%	No	88%
English language learners	56%	38%	No	60%
Students with disabilities	60%	49%	No	64%
Economically disadvantaged	73%	57%	No	75%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	301	25%	28%
Students scoring at or above Achievement Level 4	546	46%	48%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	30	55%	57%
Students scoring at or above Level 7	16	29%	31%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	936	75%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	146	51%	54%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	210	60%	63%
Middle school performance on high school EOC and industry certifications	210	100%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		4%
Students scoring at or above Achievement Level 4	169	95%	96%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	32	100%	100%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	23%	26%
Students scoring at or above Achievement Level 4	150	38%	38%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		53%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		44%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1242	95%	95%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	6%
Passing rate (%) for students who take CTE industry certification exams		0%	90%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	20%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	0%	0%
Students who fail a mathematics course	7	0%	0%
Students who fail an English Language Arts course	10	0%	0%
Students who fail two or more courses in any subject	9	0%	0%
Students who receive two or more behavior referrals	87	6%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	67	5%	2%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

- School to home communication via Edline to all parents, ROBO calls to all parents, e-mails to all parents, text messages to all parents
- Family Science Night
- Family Literacy Night
- Family STEM Night
- Common Core Workshop for parents

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
School to home communication	156	12%	14%

**Area 10: Additional Targets**

**Additional targets for the school**

Eagles Landing Middle 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
- History of Africans and African Americans
- Elements of Civil Government
- History of the United States

**Specific Additional Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
History of Holocaust - grade 6 and 7	861	100%	100%
History of Africans and African Americans - grades 6, 7, and 8	1268	100%	100%
Elements of Civil Government - grade 7	425	100%	100%
History of the United States - grade 8	413	100%	100%
U.S. Constitution - grade 7	425	100%	100%
Character Development - grade 6	436	100%	100%
Declaration of Independence - grade 7	425	100%	100%
		%	%



## Goals Summary

- G1.** The 2014 positive behavior support system goal, which supports single school culture, is a 10% reduction in all areas or suspension.
- G2.** The 2014 writing goal is to increase by 3% to 81% on the Palm Beach Writes 2014.
- G3.** The 2014 mathematics goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0, EOC testing, and Level 4 + FAA) to 84%.
- G4.** The 2014 reading goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0 and Level 4 + on FAA) by 7% to 81%.
- G5.** The 2014 science goal is to increase the total performance for high standards (Level 3 + on FCAT 2.0).

## Goals Detail

**G1.** The 2014 positive behavior support system goal, which supports single school culture, is a 10% reduction in all areas or suspension.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- SOARs Cards
- Spirit Sticks
- School-wide Positive Behavior Support Team

**Targeted Barriers to Achieving the Goal**

- Teacher support
- Recruitment of future students
- Suspension alternative

**Plan to Monitor Progress Toward the Goal**

Number of in-school and out-of-school suspensions monthly

**Person or Persons Responsible**

Administration and SwPBS team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Discipline data

**G2.** The 2014 writing goal is to increase by 3% to 81% on the Palm Beach Writes 2014.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Palm Beach Writes/Assessments
- Daily writing exercises
- Revision process and peer editing will be explicitly taught
- Content area teachers will incorporate writing activities in their curriculum

**Targeted Barriers to Achieving the Goal**

- Consistent grading of writing activities through content areas
- Interpreting district's scoring rubric for Palm Beach Writing Assessments

**Plan to Monitor Progress Toward the Goal**

Palm Beach Writes/Assessment results, Palm Beach Writes results

**Person or Persons Responsible**

Classroom teachers,Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Review of results

**G3.** The 2014 mathematics goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0, EOC testing, and Level 4 + FAA) to 84%.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- \$1500 for FCAT Starz tutorials
- Intensive math (Voyager Learning) for selected students score level 1 and 2 on FCAT 2.0
- 

**Targeted Barriers to Achieving the Goal**

- Funding for Intensive Math classes for all students
- Lack of knowledge of implementing the 8 mathematical practices into daily instruction
- Need for increase of use of manipulatives and hands-on activities for all students

**Plan to Monitor Progress Toward the Goal**

EDW reports, FCAT diagnostics, FCAT results

**Person or Persons Responsible**

Math teachers, administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

EDW reports, FCAT diagnostics, FCAT results

**G4.** The 2014 reading goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0 and Level 4 + on FAA) by 7% to 81%.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Book-It program
- Coordination between core subject area teachers to infuse reading skills in lessons
- \$1500 SIP money used for FCAT Starz Reading tutorials
- Practice reading sessions on the computers for all grades

- All intensive reading students are receiving instruction through Reading Plus (\$700 SIP money for Reading Plus Incentives)

#### **Targeted Barriers to Achieving the Goal**

- Reluctant independent readers
- The entire faculty does not take ownership of reading strategies
- The rigor and text complexity is not evident in classrooms

#### **Plan to Monitor Progress Toward the Goal**

Reading Counts reports, EDW reports, Reading Plus reports, FCAT diagnostics, FCAT assessments

#### **Person or Persons Responsible**

All teachers and administrators

#### **Target Dates or Schedule:**

Quarterly

#### **Evidence of Completion:**

Reading Counts reports, EDW reports, Reading Plus reports, FCAT diagnostics, FCAT assessments, Lesson plans

**G5.** The 2014 science goal is to increase the total performance for high standards (Level 3 + on FCAT 2.0).

#### **Targets Supported**

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

#### **Resources Available to Support the Goal**

- FCAT Focus
- Core K12
- Brainpop
- University of Virginia (J Lab)

#### **Targeted Barriers to Achieving the Goal**

- Current instruction lacks rigor and relevance
- Students cannot comprehend science text in all grades

## Plan to Monitor Progress Toward the Goal

Assessments, FCAT diagnostic data, FCAT data

**Person or Persons Responsible**

Science teachers, administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

FCAT diagnostic data, FCAT data, formative assessments, summative assessments



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The 2014 positive behavior support system goal, which supports single school culture, is a 10% reduction in all areas of suspension.

### **G1.B1** Teacher support

#### **G1.B1.S1** SwPBS reports at monthly faculty meetings

##### **Action Step 1**

Updated suspension data

##### **Person or Persons Responsible**

SwPBS team member

##### **Target Dates or Schedule**

Monthly

##### **Evidence of Completion**

Discipline reports

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Discipline reports

##### **Person or Persons Responsible**

Administration

##### **Target Dates or Schedule**

Monthly

##### **Evidence of Completion**

Discipline data

## Plan to Monitor Effectiveness of G1.B1.S1

Discipline reports

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Discipline data

## G1.B1.S2 Teacher rewards

### **Action Step 1**

Reward teachers with the most SOARs cards given in a period of time

### **Person or Persons Responsible**

Administration and SwPBS team

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Number of SOARs cards received back

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

Number of SOARs cards individual teachers give

### **Person or Persons Responsible**

Administrations and SwPBS team

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Number of SOARs cards individual teachers give

## Plan to Monitor Effectiveness of G1.B1.S2

Number of SOARs cards individual teachers give

### Person or Persons Responsible

Administration and SwPBS team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Number of SOARs cards returned

## G1.B2 Recruitment of future students

### G1.B2.S1 Bus in students from feeder elementary schools

#### Action Step 1

Students from feeder elementary schools are bused in to be oriented to the middle school (\$900)

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Spring

#### Evidence of Completion

Students' visit

## Plan to Monitor Fidelity of Implementation of G1.B2.S1

All students have the opportunity visit and tour the middle school

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Spring

#### Evidence of Completion

Students touring school

### Plan to Monitor Effectiveness of G1.B2.S1

Students tour the classes and school to make their transition more comfortable

**Person or Persons Responsible**

Administration, classroom teacher

**Target Dates or Schedule**

Spring

**Evidence of Completion**

Number of students that enroll the next year

### G1.B3 Suspension alternative

#### G1.B3.S1 Saturday morning detentions

**Action Step 1**

Students serve Saturday morning detentions as consequence for infractions (\$1000)

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Saturday mornings

**Evidence of Completion**

Student work during detention, attendance

### Plan to Monitor Fidelity of Implementation of G1.B3.S1

Students serve Saturday morning detentions as consequence for infractions

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Saturday mornings

**Evidence of Completion**

Attendance, student work completed during detention

## Plan to Monitor Effectiveness of G1.B3.S1

Students serve Saturday morning detentions for consequences for infractions

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Saturdays mornings

### Evidence of Completion

Attendance, student work completed during detention

**G2.** The 2014 writing goal is to increase by 3% to 81% on the Palm Beach Writes 2014.

**G2.B1** Consistent grading of writing activities through content areas

**G2.B1.S1** Professional Development on implementation and scoring writing activities

### Action Step 1

A generic rubric is designed to be used in all content areas

### Person or Persons Responsible

All content area teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student reflections, writing activities, assessments

### Facilitator:

Barbara Bloom

### Participants:

All teaching staff

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

Implementation of writing activities in content areas

#### Person or Persons Responsible

Learning team leaders, department chairs, administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Classroom Walkthroughs, student activity products

### Plan to Monitor Effectiveness of G2.B1.S1

Implementation of writing activities in content areas

#### Person or Persons Responsible

Learning team leaders, department chairs, administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Common assessment results, Palm Beach Writes/Assessment results, Student activity products

## G2.B2 Interpreting district's scoring rubric for Palm Beach Writing Assessments

### G2.B2.S1 Learning team meeting discussions

#### Action Step 1

During professional development, learning team members will meet to discuss and share examples of student work and critique student for consistency.

#### Person or Persons Responsible

Language arts teachers

#### Target Dates or Schedule

Immediately after administering Palm Beach Writing Assessments

#### Evidence of Completion

EDW

### Plan to Monitor Fidelity of Implementation of G2.B2.S1

EDW results, Critiquing student samples

#### Person or Persons Responsible

Administration, Language Arts teachers

#### Target Dates or Schedule

After administering Palm Beach Writes Assessments

#### Evidence of Completion

EDW results, Critiquing student samples

### Plan to Monitor Effectiveness of G2.B2.S1

EDW results

#### Person or Persons Responsible

Language Arts teachers, Administration

#### Target Dates or Schedule

After Palm Beach Writes Assessments

#### Evidence of Completion

EDW results

**G3.** The 2014 mathematics goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0, EOC testing, and Level 4 + FAA) to 84%.

### G3.B1 Funding for Intensive Math classes for all students

#### G3.B1.S1 FCAT Starz Mathematics Tutorials

##### Action Step 1

FCAT tutorials to assist in preparing students for FCAT 2.0 Math (\$1500)

#### Person or Persons Responsible

FCAT Starz tutors (selected teachers)

#### Target Dates or Schedule

Weekly (6-8 weeks before FCAT)

#### Evidence of Completion

FCAT data

### Plan to Monitor Fidelity of Implementation of G3.B1.S1

FCAT tutoring

**Person or Persons Responsible**

FCAT Starz tutors, Administration

**Target Dates or Schedule**

Weekly (6-8 weeks before FCAT)

**Evidence of Completion**

FCAT data

### Plan to Monitor Effectiveness of G3.B1.S1

FCAT data

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

FCAT data

### G3.B1.S2 Voyager Learning pilot program

**Action Step 1**

Implementation of the pilot program in 7th grade intensive math class

**Person or Persons Responsible**

Intensive math teacher, administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Voyager Learning Program Reports



### Plan to Monitor Fidelity of Implementation of G3.B1.S2

Use of Voyager Learning program

**Person or Persons Responsible**

Intensive math teacher, administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Voyager Learning Program Reports, Diagnostics, FCAT Results

### Plan to Monitor Effectiveness of G3.B1.S2

Use of Voyager Learning program

**Person or Persons Responsible**

Intensive math teacher, administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Voyager Learning Program Reports, Diagnostics, FCAT Results

### G3.B2 Lack of knowledge of implementing the 8 mathematical practices into daily instruction

#### G3.B2.S1 Attend district workshops

**Action Step 1**

Quarterly mathematics workshops

**Person or Persons Responsible**

Math teacher

**Target Dates or Schedule**

As offered

**Evidence of Completion**

Attendance logs

### Plan to Monitor Fidelity of Implementation of G3.B2.S1

Attendance of workshops

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Attendance logs at workshops

### Plan to Monitor Effectiveness of G3.B2.S1

Implementation of new strategies

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Classroom walkthroughs

**Evidence of Completion**

FCAT scores, assessment results

### G3.B2.S2 Professional development

#### Action Step 1

Common Core activities from the district by department

##### Person or Persons Responsible

Math department

##### Target Dates or Schedule

During PDD

##### Evidence of Completion

Completion of activities

##### Facilitator:

Phyllis Kabinoff

##### Participants:

Math teachers

#### Action Step 2

##### Person or Persons Responsible

##### Target Dates or Schedule

##### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G3.B2.S2

Evidence produced at each professional development opportunity

##### Person or Persons Responsible

Administrators

##### Target Dates or Schedule

After completion of professional development

##### Evidence of Completion

Completed activities

### Plan to Monitor Effectiveness of G3.B2.S2

Implementation of mathematical practices in the classroom

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Classroom Walkthroughs

**Evidence of Completion**

iObservations

### G3.B2.S3 Learning team meeting discussions

**Action Step 1**

Sharing results from professional development, district meetings, best practices

**Person or Persons Responsible**

Math learning teams

**Target Dates or Schedule**

Every 2 weeks

**Evidence of Completion**

Minutes of learning team meetings

### Plan to Monitor Fidelity of Implementation of G3.B2.S3

Implementation of mathematical practices

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Classroom walkthroughs

**Evidence of Completion**

iObservations

**Plan to Monitor Effectiveness of G3.B2.S3**

FCAT diagnostics, FCAT results, assessments

**Person or Persons Responsible**

Math teachers, Administrators

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

FCAT diagnostics, FCAT results, assessments

**G3.B3** Need for increase of use of manipulatives and hands-on activities for all students

**G3.B3.S1** Learning team meeting discussions

**Action Step 1**

Share best practices and plan appropriate activities

**Person or Persons Responsible**

Math learning teams

**Target Dates or Schedule**

Every 2 weeks

**Evidence of Completion**

Learning team minutes

**Action Step 2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Fidelity of Implementation of G3.B3.S1

Monitoring for use of manipulatives and hands-on materials in the classroom

#### Person or Persons Responsible

Administrator

#### Target Dates or Schedule

Classroom Walkthroughs

#### Evidence of Completion

iObservations

### Plan to Monitor Effectiveness of G3.B3.S1

EDW, FCAT results, FCAT diagnostic results, assessments

#### Person or Persons Responsible

Administration, math teachers

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

EDW, FCAT results, FCAT diagnostic results, assessments

**G3.B3.S2** Revise lesson plans to include use of manipulatives and incorporate appropriate activities as part of the lesson

#### Action Step 1

Use of manipulatives and activities in all levels

#### Person or Persons Responsible

Math teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Classroom Walkthroughs, lesson plans

### Plan to Monitor Fidelity of Implementation of G3.B3.S2

Use of manipulatives and activities

#### Person or Persons Responsible

Math teachers, administrator

#### Target Dates or Schedule

Classroom Walkthroughs

#### Evidence of Completion

iObservations

### Plan to Monitor Effectiveness of G3.B3.S2

Formative assessments, summative assessments, FCAT diagnostics

#### Person or Persons Responsible

Math teachers, administrators

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Formative assessments, summative assessments, FCAT diagnostics

**G4.** The 2014 reading goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0 and Level 4 + on FAA) by 7% to 81%.

#### G4.B1 Reluctant independent readers

##### G4.B1.S1 FCAT Starz Reading tutorials

#### Action Step 1

FCAT tutorials to assist in preparing students for FCAT 2.0 Reading (\$1500)

#### Person or Persons Responsible

Administration, FCAT Starz tutors (Selected teachers)

#### Target Dates or Schedule

Weekly (6-8 weeks before FCAT)

#### Evidence of Completion

FCAT data

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

FCAT tutorials to assist in preparing student for FCAT 2.0 Reading

**Person or Persons Responsible**

Administration, FCAT Starz tutors (Selected staff)

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

FCAT data

### Plan to Monitor Effectiveness of G4.B1.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### G4.B1.S2 Implementation of Reading Count program and incentives

**Action Step 1**

Completion of Reading Counts quizzes

**Person or Persons Responsible**

Language Arts teachers, administration, media specialist

**Target Dates or Schedule**

Monthly/Quarterly

**Evidence of Completion**

Reading Counts reports, Reading Counts logs



### **Plan to Monitor Fidelity of Implementation of G4.B1.S2**

Completion of Reading Counts and incentives for completion and passing score on RC quiz

**Person or Persons Responsible**

Language arts teachers, media specialist, administration

**Target Dates or Schedule**

Monthly/Quarterly

**Evidence of Completion**

Reading Counts reports, RC logs, student recipients of incentives

### **Plan to Monitor Effectiveness of G4.B1.S2**

Completion and passing score on RC quiz and receipt of incentive for passing score

**Person or Persons Responsible**

LA teachers, media specialist, administration

**Target Dates or Schedule**

Monthly/Quarterly

**Evidence of Completion**

Reading Counts reports, RC logs, student recipients of incentives

### G4.B1.S3 Monitoring Reading Plus program and incentives

#### Action Step 1

Using Reading Plus program to promote literacy through technology for all students enrolled in an Intensive Reading class (\$700 for incentives)

#### Person or Persons Responsible

Intensive Reading teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Reading Plus reports

#### Facilitator:

Reading Plus Trainer

#### Participants:

Intensive Reading Teachers

### Plan to Monitor Fidelity of Implementation of G4.B1.S3

Completion of a minimum of 9 Reading Plus assignments per week

#### Person or Persons Responsible

Intensive reading teachers, administrators

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Reading Plus reports

### Plan to Monitor Effectiveness of G4.B1.S3

Student use of Reading Plus technology

**Person or Persons Responsible**

Intensive Reading teachers, administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

FCAT diagnostics, Reading Plus Assessment

### G4.B2 The entire faculty does not take ownership of reading strategies

#### G4.B2.S1 Implementation of reading strategies in all content areas

**Action Step 1**

Implementation of reading strategies in all content areas

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Activity product, assessments

**Facilitator:**

Dr. Feneé Russ

**Participants:**

All Eagles Landing Middle School Classroom Teachers

### Plan to Monitor Fidelity of Implementation of G4.B2.S1

Implementation of reading strategies within all content areas

**Person or Persons Responsible**

Classroom teachers, Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom Walkthroughs, iObservation, assessments, FCAT diagnostics, FCAT results

### Plan to Monitor Effectiveness of G4.B2.S1

Use of reading strategies in all content areas

**Person or Persons Responsible**

Classroom teachers, administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom Walkthroughs, iObservation, assessments, FCAT diagnostics, FCAT results

### G4.B2.S2 Implementation of Book It in rotational schedule

**Action Step 1**

20-30 minutes of independent reading for students/Reading enrichment

**Person or Persons Responsible**

Classroom teachers, Administration, Literacy Committee

**Target Dates or Schedule**

20-30 minutes each day during lunch block

**Evidence of Completion**

Classroom Walk Throughs, Book-It activities

### Plan to Monitor Fidelity of Implementation of G4.B2.S2

20-30 minutes independent reading/Reading enrichment

#### Person or Persons Responsible

Classroom teachers, Administration, Literacy Committee

#### Target Dates or Schedule

20-30 minutes during lunch block

#### Evidence of Completion

Classroom Walk Throughs, Book-It activities

### Plan to Monitor Effectiveness of G4.B2.S2

20-30 minutes independent reading/Reading enrichment

#### Person or Persons Responsible

Classroom teachers, Administration, Literacy Committee

#### Target Dates or Schedule

20-30 minutes during lunch block

#### Evidence of Completion

Classroom Walk Throughs, Book-It activities, Assessment

### G4.B3 The rigor and text complexity is not evident in classrooms

#### G4.B3.S1 Learning team discussions

##### Action Step 1

Learning teams will meet to discuss increasing the rigor and text complexity in curriculum

#### Person or Persons Responsible

All classroom teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans, learning team minutes, assessments, FCAT diagnostics, FCAT results

### Plan to Monitor Fidelity of Implementation of G4.B3.S1

Learning team discussions to increase rigor and text complexity in curriculum

#### Person or Persons Responsible

Classroom teachers, Administration

#### Target Dates or Schedule

Bi-monthly

#### Evidence of Completion

Lesson plans, learning team minutes, assessments, FCAT diagnostics, FCAT results

### Plan to Monitor Effectiveness of G4.B3.S1

Increase in rigor and text complexity in curriculum

#### Person or Persons Responsible

Classroom teachers, administrators

#### Target Dates or Schedule

Bi-monthly

#### Evidence of Completion

Lesson plans, learning team minutes, assessments, FCAT diagnostics, FCAT results

**G5.** The 2014 science goal is to increase the total performance for high standards (Level 3 + on FCAT 2.0).

**G5.B1** Current instruction lacks rigor and relevance

**G5.B1.S1** Increase hands-on activities

#### Action Step 1

Increase the use of hands-on activities to enhance content understanding

#### Person or Persons Responsible

Science teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative assessments, summative assessments, FCAT diagnostic data, FCAT data

### Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitoring enhanced content understanding

**Person or Persons Responsible**

Science teachers, administration

**Target Dates or Schedule**

Daily/Monthly

**Evidence of Completion**

Formative assessments, summative assessments, FCAT diagnostic data, FCAT data

### Plan to Monitor Effectiveness of G5.B1.S1

Effectiveness of content understanding

**Person or Persons Responsible**

Science teacher, administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative assessments, summative assessments, FCAT diagnostic data, FCAT data, Classroom Walkthroughs, iObservation

### G5.B1.S2 Infuse more rigor in each subtopic area

**Action Step 1**

Infuse more rigor throughout the curriculum

**Person or Persons Responsible**

Science teachers and administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

FCAT data

### Plan to Monitor Fidelity of Implementation of G5.B1.S2

The increase of rigor in the curriculum

#### Person or Persons Responsible

Learning team leaders, department chairs, administration, science teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plan reviews, FCAT data, learning team discussions, assessment results

### Plan to Monitor Effectiveness of G5.B1.S2

Increase of rigor throughout the curriculum

#### Person or Persons Responsible

Science teachers, administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

FCAT diagnostics data, FCAT data

### G5.B2 Students cannot comprehend science text in all grades

#### G5.B2.S1 Use of classroom library with science related text

##### Action Step 1

Use of classroom library with science related texts

#### Person or Persons Responsible

Science teacher

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Classroom Walkthroughs, Formative assessments



### Plan to Monitor Fidelity of Implementation of G5.B2.S1

Use of classroom library with science related texts

**Person or Persons Responsible**

Science teacher

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Formative assessments

### Plan to Monitor Effectiveness of G5.B2.S1

Use of classroom library with science related text

**Person or Persons Responsible**

Science teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative assessments

### G5.B2.S2 Lab journal/notebooks

**Action Step 1**

Use of lab journals/notebooks to reflect on labs and concepts

**Person or Persons Responsible**

Science teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Completed lab notebooks

## Action Step 2

Use of lab journals/notebooks to reflect on labs and concepts

### Person or Persons Responsible

Science teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Completed lab notebooks

## Plan to Monitor Fidelity of Implementation of G5.B2.S2

Review lab notebooks

### Person or Persons Responsible

Science teachers, administrators

### Target Dates or Schedule

Monthly

### Evidence of Completion

Classroom walkthroughs, completed lab notebooks

## Plan to Monitor Effectiveness of G5.B2.S2

Use of lab notebooks

### Person or Persons Responsible

Science teachers, administrators

### Target Dates or Schedule

Monthly

### Evidence of Completion

FCAT diagnostic data, FCAT data, Classroom walkthroughs

### **G5.B2.S3 Use of Brainpop**

#### **Action Step 1**

Use of Brainpop to enhance understanding of science concepts

#### **Person or Persons Responsible**

Science teachers

#### **Target Dates or Schedule**

As applies to instruction

#### **Evidence of Completion**

Brainpop Quizzes

### **Plan to Monitor Fidelity of Implementation of G5.B2.S3**

The use of Brainpop to enhance comprehension

#### **Person or Persons Responsible**

Science teachers

#### **Target Dates or Schedule**

As used

#### **Evidence of Completion**

Brainpop Quiz results, Classroom discussions

### **Plan to Monitor Effectiveness of G5.B2.S3**

Use of Brainpop to assist with comprehension of science concepts

#### **Person or Persons Responsible**

Science teachers, administrators

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

FCAT diagnostic data, FCAT data, Brainpop quizzes

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** The 2014 writing goal is to increase by 3% to 81% on the Palm Beach Writes 2014.

**G2.B1** Consistent grading of writing activities through content areas

**G2.B1.S1** Professional Development on implementation and scoring writing activities

### PD Opportunity 1

A generic rubric is designed to be used in all content areas

#### Facilitator

Barbara Bloom

#### Participants

All teaching staff

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student reflections, writing activities, assessments

**G3.** The 2014 mathematics goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0, EOC testing, and Level 4 + FAA) to 84%.

**G3.B2** Lack of knowledge of implementing the 8 mathematical practices into daily instruction

**G3.B2.S2** Professional development

**PD Opportunity 1**

Common Core activities from the district by department

**Facilitator**

Phyllis Kabinoff

**Participants**

Math teachers

**Target Dates or Schedule**

During PDD

**Evidence of Completion**

Completion of activities

**G4.** The 2014 reading goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0 and Level 4 + on FAA) by 7% to 81%.

**G4.B1** Reluctant independent readers

**G4.B1.S3** Monitoring Reading Plus program and incentives

**PD Opportunity 1**

Using Reading Plus program to promote literacy through technology for all students enrolled in an Intensive Reading class (\$700 for incentives)

**Facilitator**

Reading Plus Trainer

**Participants**

Intensive Reading Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Reading Plus reports

**G4.B2** The entire faculty does not take ownership of reading strategies

**G4.B2.S1** Implementation of reading strategies in all content areas

**PD Opportunity 1**

Implementation of reading strategies in all content areas

**Facilitator**

Dr. Feneé Russ

**Participants**

All Eagles Landing Middle School Classroom Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Activity product, assessments

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The 2014 positive behavior support system goal, which supports single school culture, is a 10% reduction in all areas or suspension.	\$1,900
G3.	The 2014 mathematics goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0, EOC testing, and Level 4 + FAA) to 84%.	\$1,500
G4.	The 2014 reading goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0 and Level 4 + on FAA) by 7% to 81%.	\$2,200
Total		\$5,600

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Personnel	Total
SIP Money	\$1,600	\$3,000	\$1,000	\$5,600
Total	\$1,600	\$3,000	\$1,000	\$5,600

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** The 2014 positive behavior support system goal, which supports single school culture, is a 10% reduction in all areas or suspension.

**G1.B2** Recruitment of future students

**G1.B2.S1** Bus in students from feeder elementary schools

#### Action Step 1

Students from feeder elementary schools are bused in to be oriented to the middle school (\$900)

#### Resource Type

Other

#### Resource

Buses to bring fifth grade students from feeder schools to tour the middle school

#### Funding Source

SIP Money

#### Amount Needed

\$900



**G1.B3** Suspension alternative

**G1.B3.S1** Saturday morning detentions

**Action Step 1**

Students serve Saturday morning detentions as consequence for infractions (\$1000)

**Resource Type**

Personnel

**Resource**

Salary for Saturday morning detention teacher

**Funding Source**

SIP Money

**Amount Needed**

\$1,000

**G3.** The 2014 mathematics goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0, EOC testing, and Level 4 + FAA) to 84%.

**G3.B1** Funding for Intensive Math classes for all students

**G3.B1.S1** FCAT Starz Mathematics Tutorials

**Action Step 1**

FCAT tutorials to assist in preparing students for FCAT 2.0 Math (\$1500)

**Resource Type**

Evidence-Based Program

**Resource**

FCAT tutoring

**Funding Source**

SIP Money

**Amount Needed**

\$1,500

**G4.** The 2014 reading goal is to increase the total performance of high standards (Level 3 + on FCAT 2.0 and Level 4 + on FAA) by 7% to 81%.

**G4.B1** Reluctant independent readers

**G4.B1.S1** FCAT Starz Reading tutorials

**Action Step 1**

FCAT tutorials to assist in preparing students for FCAT 2.0 Reading (\$1500)

**Resource Type**

Evidence-Based Program

**Resource**

FCAT Reading Tutoring

**Funding Source**

SIP Money

**Amount Needed**

\$1,500

**G4.B1.S3** Monitoring Reading Plus program and incentives

**Action Step 1**

Using Reading Plus program to promote literacy through technology for all students enrolled in an Intensive Reading class (\$700 for incentives)

**Resource Type**

Other

**Resource**

Incentives for Reading Plus Program

**Funding Source**

SIP Money

**Amount Needed**

\$700