

# Eagles Landing Middle School



2014-15 School Improvement Plan

## Eagles Landing Middle School

19500 CORAL RIDGE DR, Boca Raton, FL 33498

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

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

44%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

44%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A       | A       | A       | A       |

### School Board Approval

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

### 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                          |
|-------------|-------------------|------------------------------|
| Not In DA   | 5                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### 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.

##### Provide the school's vision statement

###### 5 Year Vision

- Achieve academic growth for all students
- Provide a drug-free and 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 contemporary cutting-edge technology and instruction
- Utilize and foster technology in an environmentally friendly setting
- Initiate school to career 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

#### School Environment

##### 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
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

##### 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.

##### 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. School Wide Positive Behavior Team will give presentations at most faculty meetings to present new information.

**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**

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

**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).

**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, Fall and Winter Diagnostics, prior year's assessment results
- Attendance Report
- Suspension Report
- EDW

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

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

| Indicator                       | Grade Level |    |    | Total |
|---------------------------------|-------------|----|----|-------|
|                                 | 6           | 7  | 8  |       |
| Attendance below 90 percent     | 5           | 12 | 13 | 30    |
| One or more suspensions         | 12          | 26 | 53 | 91    |
| Course failure in ELA or Math   | 0           | 0  | 3  | 3     |
| Level 1 on statewide assessment | 55          | 59 | 63 | 177   |

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

| Indicator                                  | Grade Level |    |    | Total |
|--|-------------|----|----|-------|
|  | 6           | 7  | 8  |       |
| Students exhibiting two or more indicators | 7           | 14 | 21 | 42    |

**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
- COMPASS for remediation of all core subjects
- Intensive Reading
- RtI/SBT
- ACES mentoring program

## Family and Community Involvement

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).

**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).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **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
- Family Science Night
- Family Literacy Night
- Family STEM Night
- SAC
- PTSA
- Open House
- ESOL Semi-Annual Parent Night
- Parent Conferences

**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
- Invite the community to attend school events
- We have a positive relationship with the lifestyle reporter from the local paper who attends and publicizes our various events
- Teacher and Parent assigned to develop Business Partners Program
- Publix donations to school for student achievement
- Classroom adoptions from community
- Donations from NASA of technology equipment and science materials
- Invitations to school events

## 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).

### School Leadership Team

#### **Membership**

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

| Name                 | Title                     |
|----------------------|---------------------------|
| Chiapetta, Cynthia   | Principal                 |
| Russ, Fenee          | 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             |
| Bochicchio, Summer   | Teacher, ESE              |
| Brunicardi, Courtney | Teacher, K-12             |
| Crout, Terry         | Teacher, K-12             |
| Catalano, Jennifer   | Teacher, K-12             |
| Davis, Jill          | Teacher, K-12             |
| Fitchette, Chris     | Teacher, K-12             |
| Foltz, Craig         | Teacher, K-12             |
| Fuerstenberg, Deb    | Teacher, K-12             |
| Garner, Bobby        | Teacher, K-12             |
| Geraci, Carrie       | Teacher, K-12             |
| Getch, Lynne         | Teacher, K-12             |
| Gilman, Sunshine     | Teacher, K-12             |
| Gottlieb, Elizabeth  | 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             |
| Riggs, Laura         | 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 |

### Duties

***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.

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

## **School Advisory Council (SAC)**

### **Membership**

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

| Name            | Stakeholder Group          |
|-----------------|----------------------------|
| Jillian Prieur  | Teacher                    |
| Naureen Kelly   | Teacher                    |
| Cindy Chiapetta | Principal                  |
| Kendra Palumbo  | Parent                     |
| Rebecca Miller  | Parent                     |
| Linda Kaye      | Parent                     |
| Janice Newman   | Parent                     |
| Seth Newman     | Student                    |
| Sierra LeRoque  | Student                    |
| Audra LeRoque   | Parent                     |
| Ellen Berger    | Teacher                    |
| Melanie Clesi   | Education Support Employee |
| Tammi Stein     | Parent                     |
| Stacy Klein     | Parent                     |
| Felicia Gordon  | Parent                     |
| Carolyn Thews   | Teacher                    |
| Yoly Amador     | Teacher                    |
| Jodi Hammer     | Business/Community         |

**Duties**

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

*Evaluation of last year's school improvement plan*

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

*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. Then, SAC co-chairs write the School Improvement Plan based on this information. When the plan is complete, it is presented to SAC for a vote for approval.

*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.

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

- \$900 allocated for buses to elementary schools
- \$700 toward Read 180 incentives (\$100 each - 7 Intensive Reading teachers using the program)
- \$2300 toward 4 club stipends
- \$3000 for FSA Starz program - pays teachers to tutor students before school, after school, and on Saturdays
- \$1500 for student recognition

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

| 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        |
| Procaccini, Adam   | Teacher, K-12       |

**Duties**

***Describe how the LLT promotes literacy within the school***

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

**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).

**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

**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).

**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 experienced teacher in their department.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***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 Learning Village to direct instruction. Administrators check for compliance with Florida's standard during walk throughs. Professional development opportunities are planned to support Florida's standards.

#### Instructional Strategies

***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 fall and winter diagnostics are analyzed and students with needs are assigned remediation.

Small group instruction, one-on-one instruction, use of online programs (Reading Plus, Read 180, Study Island) 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.

***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

**Student Transition and Readiness**

**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).

**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
- Open House for feeder high schools
- Presentations from feeder high schools
- College Readiness Program for parents

**College and Career Readiness**

**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.

Annual College Preparedness Night - Parents and students learn about financial aid options, high school class choices to maximize college choices, various presentations from local high schools and college

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



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, cruise line, and restaurant careers

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

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

Earth Space science course

Robotics course

***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

***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

## 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.** Improve community involvement by increasing participation of all segments of the school population.
- G2.** Single School Culture will be present in all academic and behavioral decisions.
- G3.** Implementation of new Florida Standards with fidelity and rigor across the curriculum

## Strategic Goals Detail

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

**G1. Improve community involvement by increasing participation of all segments of the school population.**

1a

G038002

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Resources Available to Support the Goal** 2

- Active PTSA/ELMS is the only middle school who earned National PTSA School of Excellence
- A variety of school events open to the community (i.e. STEM night, Family Literacy Night, Science Night)
- Ability to reach out to community through electronic means
- Monthly newsletter
- After School Program - increase focus on academics

**Targeted Barriers to Achieving the Goal** 3

- Encourage students and parents to take advantage of available after school resources

**Plan to Monitor Progress Toward G1.** 8

Attendance of club meetings and athletic events

**Person Responsible**

Phyllis Kabinoff

**Schedule**

Semiannually, from 8/21/2014 to 6/4/2015

**Evidence of Completion**

Attendance at club meetings and athletic events and student feedback

**G2. Single School Culture will be present in all academic and behavioral decisions.** 1a

G038001

**Targets Supported** 1b

| Indicator  | Annual Target |
|--|---------------|
| Students exhibiting two or more EWS indicators (Total) | 2.0           |
| AMO Reading - All Students                             | 83.0          |
| AMO Math - All Students                                | 86.0          |

**Resources Available to Support the Goal** 2

- School Wide Positive Behavior Team
- Positive behavior rewards
- ACE mentoring program
- After School Program
- FSA Starz tutoring program
- Study Island
- Reading Plus

**Targeted Barriers to Achieving the Goal** 3

- Implementation of academic support programs
- Teacher implementation of school wide positive behavior programs with fidelity

**Plan to Monitor Progress Toward G2.** 8

FSA diagnostics results, FSA results, Reading Plus reports, Study Island reports

**Person Responsible**

Cynthia Chiapetta

**Schedule**

Quarterly, from 10/1/2014 to 6/4/2015

**Evidence of Completion**

FSA diagnostics results, FSA results, Reading Plus reports, Study Island reports

**Plan to Monitor Progress Toward G2.** 8

SOARs card usage, decrease in referrals

**Person Responsible**

Cynthia Chiapetta

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

SOARS card usage, decrease in referrals

**G3. Implementation of new Florida Standards with fidelity and rigor across the curriculum** 1a

G037996

**Targets Supported** 1b

| Indicator                  | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 83.0          |
| AMO Math - All Students    | 86.0          |

**Resources Available to Support the Goal** 2

- Read 180 program
- Collections text book
- Study Island
- Reading Plus
- Online keyboarding resources

**Targeted Barriers to Achieving the Goal** 3

- Limited assessment resources
- Successfully unpacking the standards in each content area

**Plan to Monitor Progress Toward G3.** 8

FSA Math Diagnostics

**Person Responsible**

Phyllis Kabinoff

**Schedule**

Semiannually, from 10/1/2014 to 1/31/2015

**Evidence of Completion**

FSA Math Diagnostic results

**Plan to Monitor Progress Toward G3.** 8

FSA ELA Diagnostics

**Person Responsible**

Fenee Russ

**Schedule**

Semiannually, from 10/1/2014 to 1/31/2015

**Evidence of Completion**

FSA ELA Diagnostic results

**Plan to Monitor Progress Toward G3. 8**

FSA Results

**Person Responsible**

Cynthia Chiapetta

**Schedule**

On 7/15/2016

***Evidence of Completion***

FSA Results

**Plan to Monitor Progress Toward G3. 8**

FSA results

**Person Responsible**

Kristi Mandravellos

**Schedule**

On 6/4/2015

***Evidence of Completion***

FSA results

## 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.** Improve community involvement by increasing participation of all segments of the school population. **1**

 G038002

**G1.B1** Encourage students and parents to take advantage of available after school resources **2**

 B103810

**G1.B1.S1** We have added several new clubs and athletic teams to our after school program to attract more students. **4**

 S114961

### Strategy Rationale

To meet the needs of all of our students, Eagles Landing offers a variety of clubs and activities for students after school. In addition there is an active after school program.

### Action Step 1 **5**

The new clubs and teams are announced daily during morning announcements. Parents are notified through the monthly newsletter and weekly Edline e-mails from the principal.

### Person Responsible

Phyllis Kabinoff

### Schedule

Weekly, from 8/21/2014 to 6/4/2015

### Evidence of Completion

Student participation in after school clubs and sports

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

Attendance at club meetings and athletic events

**Person Responsible**

Phyllis Kabinoff

**Schedule**

Monthly, from 8/21/2014 to 6/4/2015

***Evidence of Completion***

Attendance at club meetings and athletic events

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

Student feedback

**Person Responsible**

Phyllis Kabinoff

**Schedule**

Semiannually, from 8/21/2014 to 6/4/2015

***Evidence of Completion***

Student feedback



**G2. Single School Culture will be present in all academic and behavioral decisions.** 1

G038001

**G2.B1 Implementation of academic support programs** 2

B114263

**G2.B1.S1** Two programs have been added to support reading and math beyond the curriculum (Study Island and Reading Plus). 4

S128323

**Strategy Rationale**

Teachers need to prescribe above programs as supplements to the curriculum.

**Action Step 1** 5

All teachers need to be trained to use the new computer programs.

**Person Responsible**

Naureen Kelly

**Schedule**

On 6/4/2015

**Evidence of Completion**

FSA results

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administration will review each program's progress monitoring reports

**Person Responsible**

Cynthia Chiapetta

**Schedule**

Every 6 Weeks, from 10/1/2014 to 6/4/2015

**Evidence of Completion**

FSA Diagnostic reports, Study Island reports, Reading Plus reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Assessment results (FSA diagnostics, Reading Plus reports, Study Island reports)

**Person Responsible**

Cynthia Chiapetta

**Schedule**

Every 6 Weeks, from 10/1/2014 to 6/4/2015

**Evidence of Completion**

Assessment results (FSA diagnostics, Reading Plus reports, Study Island reports)

**G2.B2 Teacher implementation of school wide positive behavior programs with fidelity 2**

 B114264

**G2.B2.S1** The School Wide Positive Behavior Support (SwPBS) Team will focus on one strategy per month. These strategies will be presented at monthly faculty meetings. Reward program has been developed to reward participating teachers. 4

 S128340

**Strategy Rationale**

School wide positive behavior program should be evident in all classrooms.

**Action Step 1 5**

SwPBS Team will present one strategy per month at monthly faculty meetings.

**Person Responsible**

**Schedule**

Monthly, from 10/8/2014 to 5/13/2015

**Evidence of Completion**

Agenda for monthly faculty meetings

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Teacher walk throughs by administration

**Person Responsible**

Cynthia Chiapetta

**Schedule**

Monthly, from 9/22/2014 to 6/4/2015

**Evidence of Completion**

Teacher walk throughs (iObservations), SOARS card usage

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

SOARS card usage, decrease in referrals

**Person Responsible**

Cynthia Chiapetta

**Schedule**

Monthly, from 8/25/2014 to 6/4/2015


**Evidence of Completion**

SOARS card usage, decrease in referrals


**G3. Implementation of new Florida Standards with fidelity and rigor across the curriculum** 1

 G037996

**G3.B1 Limited assessment resources** 2

 B114114

**G3.B1.S1 Use Study Island for testing formats practice of math questions** 4

 S125601

**Strategy Rationale**

Online practice for students to become familiar with FSA testing format

**Action Step 1** 5

Math teachers will use Study Island program in their classrooms

**Person Responsible**

Phyllis Kabinoff

**Schedule**

Monthly, from 9/15/2014 to 4/15/2015

**Evidence of Completion**

Study Island reports

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Usage of Study Island

**Person Responsible**

Phyllis Kabinoff

**Schedule**

Monthly, from 9/15/2014 to 4/15/2015

**Evidence of Completion**

Teacher reports

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Study Island teacher reports and usage reports

**Person Responsible**

Phyllis Kabinoff

**Schedule**

Monthly, from 9/15/2014 to 4/15/2015

**Evidence of Completion**

Study Island teacher reports, usage reports and assessment results

**G3.B1.S2 Use Collections ELA materials to prepare for ELA FSA** 4

 S125640

**Strategy Rationale**

Program has been updated to align with new Florida Standards

**Action Step 1** 5

Students will need to complete online writing assignments.

**Person Responsible**

Feneé Russ

**Schedule**

Biweekly, from 9/18/2014 to 4/15/2015

**Evidence of Completion**

The student submission of completed work to teachers.

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Common planning and discussion of individual student results

**Person Responsible**

Feneé Russ

**Schedule**

Biweekly, from 9/18/2014 to 4/15/2015

**Evidence of Completion**

iObservations, sharing of evidence at learning team meetings

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

FSA ELA Diagnostics and Palm Beach Performance Assessment

**Person Responsible**

Fenee Russ


**Schedule**

Every 6 Weeks, from 9/9/2014 to 4/15/2015

**Evidence of Completion**

FSA ELA Diagnostic reports and Palm Beach Performance Assessment

**G3.B1.S3 FSA Starz - Tutoring Program 4**

 S136881

**Strategy Rationale**

Saturday School program to help prepare student for FSA

**Action Step 1 5**

FSA tutoring program will assist students with reading, writing, and math strategies.

**Person Responsible**

Kristi Mandravellos

**Schedule**

Weekly, from 1/22/2015 to 4/15/2015

**Evidence of Completion**

Attendance and FSA results

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Attendance and FSA results

**Person Responsible**

Kristi Mandravellos

**Schedule**

On 6/4/2015

***Evidence of Completion***

FSA results

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

FSA results

**Person Responsible**

Kristi Mandravellos

**Schedule**

On 6/4/2015

***Evidence of Completion***

FSA results

**G3.B2** Successfully unpacking the standards in each content area 2

 B114166

**G3.B2.S1** All areas will receive content training in the new Florida Standards 4

 S125650

**Strategy Rationale**

Teachers must have full understanding of new Florida Standards in order to maximize student achievement.

**Action Step 1** 5

Teachers will participate in available professional development opportunities.

**Person Responsible**

Cynthia Chiapetta

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

iObservation, eLearning Management System

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Review of eLearning, student work, lesson plans, iObservation

**Person Responsible**

Cynthia Chiapetta

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

iObservation (walkthroughs)



**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

FSA Diagnostic results and FSA results

**Person Responsible**

Cynthia Chiapetta

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

FSA Diagnostic reports and FSA results

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source       | Task, Action Step or Monitoring Activity  | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date      |
|--------------|---|----------------------|-------------------------------|--|------------------------|
| G1.B1.S1.A1  | The new clubs and teams are announced daily during morning announcements. Parents are notified through the monthly newsletter and weekly Edline e-mails from the principal. | Kabinoff, Phyllis    | 8/21/2014                     | Student participation in after school clubs and sports                           | 6/4/2015 weekly        |
| G3.B1.S1.A1  | Math teachers will use Study Island program in their classrooms   | Kabinoff, Phyllis    | 9/15/2014                     | Study Island reports   | 4/15/2015 monthly      |
| G3.B1.S2.A1  | Students will need to complete online writing assignments.  | Russ, Feneo          | 9/18/2014                     | The student submission of completed work to teachers.                            | 4/15/2015 biweekly     |
| G3.B2.S1.A1  | Teachers will participate in available professional development opportunities.  | Chiapetta, Cynthia   | 8/18/2014                     | iObservation, eLearning Management System  | 6/4/2015 biweekly      |
| G2.B1.S1.A1  | All teachers need to be trained to use the new computer programs.   | Kelly, Naureen       | 8/28/2014                     | FSA results  | 6/4/2015 one-time      |
| G2.B2.S1.A1  | SwPBS Team will present one strategy per month at monthly faculty meetings.   |                      | 10/8/2014                     | Agenda for monthly faculty meetings  | 5/13/2015 monthly      |
| G3.B1.S3.A1  | FSA tutoring program will assist students with reading, writing, and math strategies.   | Mandravellos, Kristi | 1/22/2015                     | Attendance and FSA results   | 4/15/2015 weekly       |
| G1.MA1       | Attendance of club meetings and athletic events   | Kabinoff, Phyllis    | 8/21/2014                     | Attendance at club meetings and athletic events and student feedback             | 6/4/2015 semiannually  |
| G1.B1.S1.MA1 | Student feedback  | Kabinoff, Phyllis    | 8/21/2014                     | Student feedback   | 6/4/2015 semiannually  |
| G1.B1.S1.MA1 | Attendance at club meetings and athletic events   | Kabinoff, Phyllis    | 8/21/2014                     | Attendance at club meetings and athletic events                                  | 6/4/2015 monthly       |
| G2.MA1       | FSA diagnostics results, FSA results, Reading Plus reports, Study Island reports  | Chiapetta, Cynthia   | 10/1/2014                     | FSA diagnostics results, FSA results, Reading Plus reports, Study Island reports | 6/4/2015 quarterly     |
| G2.MA2       | SOARs card usage, decrease in referrals   | Chiapetta, Cynthia   | 8/18/2014                     | SOARs card usage, decrease in referrals  | 6/4/2015 monthly       |
| G2.B1.S1.MA1 | Assessment results (FSA diagnostics, Reading Plus reports, Study Island reports)  | Chiapetta, Cynthia   | 10/1/2014                     | Assessment results (FSA diagnostics, Reading Plus reports, Study Island reports) | 6/4/2015 every-6-weeks |

| Source       | Task, Action Step or Monitoring Activity                              | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion                              | Due Date/End Date       |
|--------------|---|----------------------|-------------------------------|--|-------------------------|
| G2.B1.S1.MA1 | Administration will review each program's progress monitoring reports | Chiapetta, Cynthia   | 10/1/2014                     | FSA Diagnostic reports, Study Island reports, Reading Plus reports | 6/4/2015 every-6-weeks  |
| G2.B2.S1.MA1 | SOARS card usage, decrease in referrals                               | Chiapetta, Cynthia   | 8/25/2014                     | SOARS card usage, decrease in referrals                            | 6/4/2015 monthly        |
| G2.B2.S1.MA1 | Teacher walk throughs by administration                               | Chiapetta, Cynthia   | 9/22/2014                     | Teacher walk throughs (iObservations), SOARS card usage            | 6/4/2015 monthly        |
| G3.MA1       | FSA Math Diagnostics  | Kabinoff, Phyllis    | 10/1/2014                     | FSA Math Diagnostic results  | 1/31/2015 semiannually  |
| G3.MA2       | FSA ELA Diagnostics   | Russ, Fenee          | 10/1/2014                     | FSA ELA Diagnostic results   | 1/31/2015 semiannually  |
| G3.MA3       | FSA Results   | Chiapetta, Cynthia   | 7/15/2016                     | FSA Results  | 7/15/2016 one-time      |
| G3.MA4       | FSA results   | Mandravellos, Kristi | 1/22/2015                     | FSA results  | 6/4/2015 one-time       |
| G3.B1.S1.MA1 | Study Island teacher reports and usage reports                        | Kabinoff, Phyllis    | 9/15/2014                     | Study Island teacher reports, usage reports and assessment results | 4/15/2015 monthly       |
| G3.B1.S1.MA1 | Usage of Study Island   | Kabinoff, Phyllis    | 9/15/2014                     | Teacher reports  | 4/15/2015 monthly       |
| G3.B2.S1.MA1 | FSA Diagnostic results and FSA results                                | Chiapetta, Cynthia   | 8/18/2014                     | FSA Diagnostic reports and FSA results                             | 6/4/2015 biweekly       |
| G3.B2.S1.MA1 | Review of eLearning, student work, lesson plans, iObservation         | Chiapetta, Cynthia   | 8/18/2014                     | iObservation (walkthroughs)  | 6/4/2015 biweekly       |
| G3.B1.S2.MA1 | FSA ELA Diagnostics and Palm Beach Performance Assessment             | Russ, Fenee          | 9/9/2014                      | FSA ELA Diagnostic reports and Palm Beach Performance Assessment   | 4/15/2015 every-6-weeks |
| G3.B1.S2.MA1 | Common planning and discussion of individual student results          | Russ, Fenee          | 9/18/2014                     | iObservations, sharing of evidence at learning team meetings       | 4/15/2015 biweekly      |
| G3.B1.S3.MA1 | FSA results   | Mandravellos, Kristi | 1/22/2015                     | FSA results  | 6/4/2015 one-time       |
| G3.B1.S3.MA1 | Attendance and FSA results  | Mandravellos, Kristi | 1/22/2015                     | FSA results  | 6/4/2015 one-time       |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### G2. Single School Culture will be present in all academic and behavioral decisions.

#### G2.B1 Implementation of academic support programs

**G2.B1.S1** Two programs have been added to support reading and math beyond the curriculum (Study Island and Reading Plus).

##### PD Opportunity 1

All teachers need to be trained to use the new computer programs.

##### Facilitator

Naureen Kelly

##### Participants

Math, science, and social studies teachers

##### Schedule

On 6/4/2015

### G3. Implementation of new Florida Standards with fidelity and rigor across the curriculum

#### G3.B1 Limited assessment resources

**G3.B1.S1** Use Study Island for testing formats practice of math questions

##### PD Opportunity 1

Math teachers will use Study Island program in their classrooms

##### Facilitator

Phyllis Kabinoff

##### Participants

Math department

##### Schedule

Monthly, from 9/15/2014 to 4/15/2015

**G3.B1.S2** Use Collections ELA materials to prepare for ELA FSA

**PD Opportunity 1**

Students will need to complete online writing assignments.

**Facilitator**

HRH Trainers

**Participants**

ELA Teachers

**Schedule**

Biweekly, from 9/18/2014 to 4/15/2015

**G3.B2** Successfully unpacking the standards in each content area

**G3.B2.S1** All areas will receive content training in the new Florida Standards

**PD Opportunity 1**

Teachers will participate in available professional development opportunities.

**Facilitator**

Naureen Kelly

**Participants**

All Eagles Landing teachers

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

| Description  | Total        |
|--|--------------|
| <b>Goal 1:</b> Improve community involvement by increasing participation of all segments of the school population. | 900          |
| <b>Goal 2:</b> Single School Culture will be present in all academic and behavioral decisions.                     | 4,500        |
| <b>Goal 3:</b> Implementation of new Florida Standards with fidelity and rigor across the curriculum               | 3,000        |
| <b>Grand Total</b>   | <b>8,400</b> |

### Goal 1: Improve community involvement by increasing participation of all segments of the school population.

| Description  | Source                   | Total      |
|--|--------------------------|------------|
| <b>B1.S1.A1</b> - Buses for fifth graders to visit ELMS for orientation. | School Improvement Funds | 900        |
| <b>Total Goal 1</b>  |                          | <b>900</b> |

### Goal 2: Single School Culture will be present in all academic and behavioral decisions.

| Description   | Source                   | Total        |
|---|--------------------------|--------------|
| <b>B1.S1.A1</b> - Read 180 Student Recognition Incentives       | School Improvement Funds | 700          |
| <b>B1.S1.A1</b>   |                          | 0            |
| <b>B1.S1.A1</b>   |                          | 0            |
| <b>B2.S1.A1</b>   |                          | 0            |
| <b>B2.S1.A1</b> - Student Recognition - Honor Roll, SOARs Cards | School Improvement Funds | 1,500        |
| <b>B2.S1.A1</b> - Club Stipends                                 | School Improvement Funds | 2,300        |
| <b>Total Goal 2</b>   |                          | <b>4,500</b> |

### Goal 3: Implementation of new Florida Standards with fidelity and rigor across the curriculum

| Description                            | Source                   | Total        |
|--|--------------------------|--------------|
| <b>B1.S3.A1</b> - FSA tutoring program | School Improvement Funds | 3,000        |
| <b>Total Goal 3</b>                    |                          | <b>3,000</b> |