

The School District of Palm Beach County

Eagles Landing Middle School



2015-16 School Improvement Plan

Eagles Landing Middle School

19500 CORAL RIDGE DR, Boca Raton, FL 33498

www.edline.net/pages/elms

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Middle | No | 41% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 46% |

School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|-------|---------|---------|---------|---------|
| Grade | A* | A | A | A |

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|------------------------------|
| Not In DA | 5 | Gayle Sitter |
| 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
- Utilize a School-wide Positive Behavior Support model to create a climate that promotes school pride among students, families and staff.

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: the Holocaust is taught in Language Arts classes through the literature selected. We try to schedule Holocaust survivors to speak to students.
- History of Africans and African Americans: each day during African American month, a prominent African is featured in school-wide announcements to the student body and his/her contributions are highlighted.
- Women's Contributions are discussed in the Civic classes while studying the 19th amendment
- Sacrifices of Veterans: leading up to Veteran's Day we focus on the veterans on our staff.

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

The school has a School Wide Positive Behavior Support Team that encourages a Single School Culture where we correct inappropriate behavior in a positive way with behavior modification. We emphasize positive reinforcement of safe and respectful behavior among the students. We use SOARs (Safe, Optimistic, Achieving, Respectful, students) cards to reward positive behavior. We have a teacher-student mentoring program for students that need extra support. Before school,

teachers provide tutoring to students who request academic help. Our after school program stresses academics first. Home work help is provided every day in the content areas.

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

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

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, District assessments such as FSQs and USAs, Winter Diagnostics.
- Attendance Report
- Suspension Report
- Performance Matters/ 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 | 4 | 8 | 9 | 21 |
| One or more suspensions | 14 | 22 | 34 | 70 |
| Course failure in ELA or Math | 12 | 34 | 16 | 62 |
| Level 1 on statewide assessment | 0 | 0 | 0 | |

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 | 3 | 11 | 8 | 22 |

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
- AICES mentoring program
- Teacher extra help sessions before & after school
- After school program- homework help and content area tutors

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, monthly newsletter
- Principal twitter account
- PTSA Facebook page
- Parent University
- Family Science/ Math Night
- Family Literacy Night
- SAC
- PTSA
- Open House
- ESOL Semi-Annual Parent Night
- Parent Conferences

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

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

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:

| Name | Title |
|----------------------|---------------------------|
| Chiapetta, Cynthia | Principal |
| Russ, Feneé | 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 |
| Brunicardi, Courtney | Teacher, K-12 |
| Crout, Terry | Teacher, K-12 |
| Catalano, Jennifer | Teacher, K-12 |
| Davis, Jill | 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 |
| Gremaux, Kendra | Teacher, K-12 |
| Hernandez, Marisol | Teacher, K-12 |
| Johnson, Lisa | Instructional Media |
| Macintyre, Lori | Teacher, ESE |
| Morales, Pedro | Teacher, K-12 |
| O'Donnell, Jerry | Teacher, K-12 |
| Redinger, Jean | Guidance Counselor |
| Saupe, Twila | Teacher, K-12 |
| Silver, Caryn | Teacher, K-12 |
| Stoll, Alyse | Teacher, ESE |
| Yallop, Gina | Teacher, Career/Technical |
| Offenkrantz, Lynda | Teacher, K-12 |
| Stefanovic, Melanie | Teacher, K-12 |
| Millet, Anna | Teacher, ESE |
| Kelly, Naureen | Teacher, K-12 |
| Reilly, Laura | Teacher, K-12 |

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

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

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

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|-------------------|----------------------------|
| | Teacher |
| Cindy Chiapetta | Principal |
| Rebecca Miller | Parent |
| Linda Kaye | Parent |
| Ellen Berger | Teacher |
| Tammi Stein | Parent |
| Felicia Gordon | Parent |
| Carolyn Thews | Teacher |
| Yoly Amador | Teacher |
| Naureen Kelly | Teacher |
| Natalia Castillo | Student |
| Alicia Diecidue | Education Support Employee |
| Trish Lopez | Parent |
| Tracie Mazza | Parent |
| Genarine Castillo | Parent |
| Hanley Castillo | Parent |
| Pam Curry | Parent |
| Ivy Kaufman | Parent |
| Harel Temples | Business/Community |
| Irma B. Levenkova | Business/Community |
| Eduardo Ortiz | Parent |
| Melanie Bordeen | Parent |
| Kari Alexander | Student |

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:

| 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: training by department or learning teams

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

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

Small group instruction, one-on-one instruction, use of online programs (Read 180, online textbook resources, Khan Academy) are some strategies used by classroom teachers to assist students having difficulty with attaining proficiency. Classroom instruction is differentiated through whole group instruction, small group instruction, one-on-one instruction and technology.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement the Florida Standards with fidelity and rigor across the curriculum and our single school culture is present in all academic decisions, we will increase our student achievement.

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. If we implement the Florida Standards with fidelity and rigor across the curriculum and our single school culture is present in all academic decisions, we will increase our student achievement. **1a**

G069733

Targets Supported **1b**

| Indicator | Annual Target |
|--------------------------------------|---------------|
| ELA Achievement District Assessment | 52.0 |
| Math Achievement District Assessment | 52.0 |
| Civics EOC Pass | 84.0 |
| Algebra I FSA EOC Pass Rate | 100.0 |
| FCAT 2.0 Science Proficiency | 68.0 |

Resources Available to Support the Goal **2**

- Computer resources: Read 180, Reading Plus, ICivics
- Performance Matters district assessments
- Professional development
- Soaring Eagles Academy
- After school tutoring/homework help

Targeted Barriers to Achieving the Goal **3**

- Students' access to computer resources
- Continue to incorporate rigor in instruction
- Lack of computer knowledge
- Low level students struggle with rigor

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

Data from FSQs and USAs, Winter Diagnostic data and PB Assessments

Person Responsible

Cynthia Chiapetta

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

The results from each FSQ, USA and PB Writing will be monitored, looking for improvements.

Action Plan for Improvement

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

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we implement the Florida Standards with fidelity and rigor across the curriculum and our single school culture is present in all academic decisions, we will increase our student achievement. **1**

 G069733

G1.B1 Students' access to computer resources **2**

 B181414

G1.B1.S1 Computer Lab will be available on Tuesday and Thursday mornings for math students. Media center is available each morning for all students. Computers and help are also available in the after school program. **4**

 S192942

Strategy Rationale

Making the labs available will enable students access to online resources, such as HRH book resources, Khan Academy, IXL, FSA practice tests.

Action Step 1 **5**

The computer lab will be available to math students every Tuesday and Thursday. The lab will be staffed by math teacher for students needing assistance.

Person Responsible

Phyllis Kabinoff

Schedule

Monthly, from 9/14/2015 to 4/30/2016

Evidence of Completion

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

Administrators should check to see that the lab is being used.

Person Responsible

Phyllis Kabinoff

Schedule

Monthly, from 9/14/2015 to 3/31/2016

Evidence of Completion

Administrator walk throughs

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

Math teachers should encourage and support their students to use this resource.

Person Responsible

Phyllis Kabinoff

Schedule

Monthly, from 9/14/2015 to 3/31/2016

Evidence of Completion

Teacher feedback.

G1.B2 Continue to incorporate rigor in instruction **2**

 B181415

G1.B2.S1 Use district assessment results to drive instruction **4**

 S192943

Strategy Rationale

The assessments are written to the item specs and are designed to have different levels of rigor. The results can direct teachers to areas of need.

Action Step 1 **5**

Teachers will analyze the results of their students' assessment results through Performance Matters. Learning teams should meet to discuss results and make plans accordingly.

Person Responsible

Cynthia Chiapetta

Schedule

Monthly, from 9/14/2015 to 3/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Reports should be run to show student results and Learning team action plans analyzed to see how needs are being addressed.

Person Responsible

Cynthia Chiapetta

Schedule

Monthly, from 9/14/2015 to 3/31/2016

Evidence of Completion

Performance Matters reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Reports should be run to show student results and Learning team action plans analyzed to see how needs are being addressed.

Person Responsible

Cynthia Chiapetta

Schedule

Monthly, from 9/14/2015 to 3/31/2016

Evidence of Completion

Performance Matters reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Results should be evaluated and compared to district results and any subsequent adjustments in instruction made.

Person Responsible

Cynthia Chiapetta

Schedule

Monthly, from 9/14/2015 to 3/31/2016

Evidence of Completion

Performance Matters reports

G1.B2.S2 Use professional development to meet needs of teachers. 4

S192944

Strategy Rationale

Have training opportunities with district support to address rigor and curriculum needs, including technology training.

Action Step 1 5

Professional development will incorporate teachers needs in selecting programs and presenters.

Person Responsible

Naureen Kelly

Schedule

Every 2 Months, from 9/1/2015 to 3/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Teacher and student evidence will be submitted and reviewed by the PDD team for completion

Person Responsible

Naureen Kelly

Schedule

On 3/31/2016

Evidence of Completion

Walk throughs and evaluations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Principal and administrators will take note of strategies used in class room walk throughs

Person Responsible

Cynthia Chiapetta


Schedule

Monthly, from 9/14/2015 to 3/31/2016

Evidence of Completion

Walk through results, PGP

G1.B4 Low level students struggle with rigor **2**

 B181417

G1.B4.S1 Soaring Eagles Academy is a Saturday tutoring program for student needing additional support in reading and math **4**

 S192946

Strategy Rationale

Saturday school provides with personalized instruction in small classroom settings.

Action Step 1 **5**

Students needing additional support will be identified and invited to attend the Saturday program.

Person Responsible

Kristi Mandravellos

Schedule

Weekly, from 1/30/2016 to 4/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Attendance and administrator walk throughs, FSA results

Person Responsible

Kristi Mandravellos

Schedule

Weekly, from 2/1/2016 to 4/9/2016

Evidence of Completion

FSA results of attending students will be analyzed for effectiveness.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administrator walk throughs of classes

Person Responsible

Kristi Mandravellos

Schedule

Weekly, from 2/1/2016 to 4/2/2016

Evidence of Completion

FSA results

G1.B4.S2 After school tutoring/homework help. 4

 S192947

Strategy Rationale

Daily homework support and tutoring available to any student who needs it

Action Step 1 5

Daily homework help and tutoring is available to all after school students in the content areas.

Person Responsible

Rochelle Gonzalez

Schedule

Daily, from 9/14/2015 to 5/27/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Students needing academic support will be given help as needed.

Person Responsible

Rochelle Gonzalez

Schedule

Daily, from 9/1/2015 to 5/27/2016

Evidence of Completion

Progress reports, report card grades, feed back from teachers

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Students are expected to complete homework daily before participating in activities.

Person Responsible

Rochelle Gonzalez

Schedule

Daily, from 9/1/2015 to 5/27/2016

Evidence of Completion

Progress reports, report card grades, feed back from teachers

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 computer lab will be available to math students every Tuesday and Thursday. The lab will be staffed by math teacher for students needing assistance. | Kabinoff, Phyllis | 9/14/2015 | | 4/30/2016 monthly |
| G1.B2.S1.A1 | Teachers will analyze the results of their students' assessment results through Performance Matters. Learning teams should meet to discuss results and make plans accordingly. | Chiapetta, Cynthia | 9/14/2015 | | 3/31/2016 monthly |
| G1.B2.S2.A1 | Professional development will incorporate teachers needs in selecting programs and presenters. | Kelly, Naureen | 9/1/2015 | | 3/31/2016 every-2-months |
| G1.B4.S1.A1 | Students needing additional support will be identified and invited to attend the Saturday program. | Mandravellos, Kristi | 1/30/2016 | | 4/2/2016 weekly |
| G1.B4.S2.A1 | Daily homework help and tutoring is available to all after school students in the content areas. | Gonzalez, Rochelle | 9/14/2015 | | 5/27/2016 daily |
| G1.MA1 | Data from FSQs and USAs, Winter Diagnostic data and PB Assessments | Chiapetta, Cynthia | 9/1/2015 | The results from each FSQ, USA and PB Writing will be monitored, looking for improvements. | 4/30/2016 monthly |
| G1.B1.S1.MA1 | Math teachers should encourage and support their students to use this resource. | Kabinoff, Phyllis | 9/14/2015 | Teacher feedback. | 3/31/2016 monthly |
| G1.B1.S1.MA1 | Administrators should check to see that the lab is being used. | Kabinoff, Phyllis | 9/14/2015 | Administrator walk throughs | 3/31/2016 monthly |
| G1.B2.S1.MA1 | Results should be evaluated and compared to district results and any subsequent adjustments in instruction made. | Chiapetta, Cynthia | 9/14/2015 | Performance Matters reports | 3/31/2016 monthly |
| G1.B2.S1.MA1 | Reports should be run to show student results and Learning team action plans analyzed to see how needs are being addressed. | Chiapetta, Cynthia | 9/14/2015 | Performance Matters reports | 3/31/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|----------------------|-------------------------------|---|--------------------|
| G1.B2.S1.MA1 | Reports should be run to show student results and Learning team action plans analyzed to see how needs are being addressed. | Chiapetta, Cynthia | 9/14/2015 | Performance Matters reports | 3/31/2016 monthly |
| G1.B4.S1.MA1 | Administrator walk throughs of classes | Mandravellos, Kristi | 2/1/2016 | FSA results | 4/2/2016 weekly |
| G1.B4.S1.MA1 | Attendance and administrator walk throughs, FSA results | Mandravellos, Kristi | 2/1/2016 | FSA results of attending students will be analyzed for effectiveness. | 4/9/2016 weekly |
| G1.B2.S2.MA1 | Principal and administrators will take note of strategies used in class room walk throughs | Chiapetta, Cynthia | 9/14/2015 | Walk through results, PGP | 3/31/2016 monthly |
| G1.B2.S2.MA1 | Teacher and student evidence will be submitted and reviewed by the PDD team for completion | Kelly, Naureen | 9/14/2015 | Walk throughs and evaluations | 3/31/2016 one-time |
| G1.B4.S2.MA1 | Students are expected to complete homework daily before participating in activities. | Gonzalez, Rochelle | 9/1/2015 | Progress reports, report card grades, feed back from teachers | 5/27/2016 daily |
| G1.B4.S2.MA1 | Students needing academic support will be given help as needed. | Gonzalez, Rochelle | 9/1/2015 | Progress reports, report card grades, feed back from teachers | 5/27/2016 daily |

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.

G1. If we implement the Florida Standards with fidelity and rigor across the curriculum and our single school culture is present in all academic decisions, we will increase our student achievement.

G1.B2 Continue to incorporate rigor in instruction

G1.B2.S1 Use district assessment results to drive instruction

PD Opportunity 1

Teachers will analyze the results of their students' assessment results through Performance Matters. Learning teams should meet to discuss results and make plans accordingly.

Facilitator

Participants

Schedule

Monthly, from 9/14/2015 to 3/31/2016

G1.B2.S2 Use professional development to meet needs of teachers.

PD Opportunity 1

Professional development will incorporate teachers needs in selecting programs and presenters.

Facilitator

PDD Team/ Naureen Kelly

Participants

Faculty members

Schedule

Every 2 Months, from 9/1/2015 to 3/31/2016

Technical Assistance Items

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

Budget

Budget Data

| | | | | | | |
|--|--------------------|---|-------------------------------------|--------------------------|-----|-------------------|
| 1 | G1.B1.S1.A1 | The computer lab will be available to math students every Tuesday and Thursday. The lab will be staffed by math teacher for students needing assistance. | | | | \$2,700.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 2461 - Eagles Landing Middle School | General Fund | | \$2,700.00 |
| <i>Notes: Student recognition</i> | | | | | | |
| 2 | G1.B2.S1.A1 | Teachers will analyze the results of their students' assessment results through Performance Matters. Learning teams should meet to discuss results and make plans accordingly. | | | | \$1,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 2461 - Eagles Landing Middle School | School Improvement Funds | | \$1,500.00 |
| <i>Notes: Reading Incentives</i> | | | | | | |
| 3 | G1.B2.S2.A1 | Professional development will incorporate teachers needs in selecting programs and presenters. | | | | \$0.00 |
| 4 | G1.B4.S1.A1 | Students needing additional support will be identified and invited to attend the Saturday program. | | | | \$3,959.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 2461 - Eagles Landing Middle School | School Improvement Funds | | \$3,959.00 |
| <i>Notes: Soaring Eagles Academy</i> | | | | | | |
| 5 | G1.B4.S2.A1 | Daily homework help and tutoring is available to all after school students in the content areas. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 2461 - Eagles Landing Middle School | School Improvement Funds | | \$1,000.00 |
| <i>Notes: Additional tutoring if necessary</i> | | | | | | |
| Total: | | | | | | \$9,159.00 |