

The School District of Palm Beach County

Emerald Cove Middle School



2016-17 Schoolwide Improvement Plan

Emerald Cove Middle School

9950 STRIBLING WAY, Wellington, FL 33414

<https://ecms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2015-16 Title I School No	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 40%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 55%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Emerald Cove Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Emerald Cove Middle School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

The school's vision is that the students will maintain high standards through a rigorous and relevant program that enriches their lives and enhances academic achievement, develops creative thinking and analytical skills and embraces reading. In addition, the school works towards making sure the academic and electives curriculum reflects a real world perspective.

2. School Environment

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

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

In addition, we ensure that relationship-building is a clear priority with our staff. During the first days of school our faculty set a positive tone. In addition, we infuse "Words of Wisdom" daily by the Principal that infuses character building messages and cultural diversity acceptance. We also provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings. Within the classroom, teachers embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

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

Select students receive instruction regarding social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community through teen leadership classes, social personal classes and where needed individual counseling with guidance counselors. The guidance department implements a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources. ;

In addition, we teach, reinforce, and reteach where needed the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school. In addition, adults across the campus clarify their expectations for positive

interpersonal interaction and monitor areas of the campus. Student leaders emerge through various groups/activities across campus, and are used as peer mediators to assist students in need.

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

The Pirate Creed and Universal Guidelines and behavior matrix are taught during the first week of school in each classroom. In addition, a "town-hall meeting" is held with grade levels and the expectations are reinforced by administration to ensure students are aware of school expectations. Teachers have received training in Love and Logic Practices as well as classroom management strategies. The SwPBS team reviews discipline data and discusses strategies to decrease behaviors that are not conducive to learning. Within the classroom, differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

The guidance department implements a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction through teen leadership courses that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school based team meets weekly to discuss students with barriers to academic and social success. Guidance and Administration monitors and checks in with students in need of positive adult interactions and positive feedback throughout the school day. The guidance department connects students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc). There is a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

- i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- ii. One or more suspensions, whether in school or out of school
- iii. Course failure in English Language Arts or mathematics
- iv. Level 1 or 2 score on the statewide, standardized assessments in English Language Arts or mathematics

We utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). EDW reports are generated and monitored for students who have attendance, behavioral or academic concerns. The School based Team meets weekly to review data and discusses plans to assist students.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	17	19	17	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	32	32	23	0	0	0	0	87
Course failure in ELA or Math	0	0	0	0	0	0	9	34	40	0	0	0	0	83
Level 1 on statewide assessment	0	0	0	0	0	0	62	67	66	0	0	0	0	195

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	21	38	33	0	0	0	0	92

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Reading Plus, Tutorials,
- Planned Discussions, Goal Setting for identified students;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

Recruit parents for SAC membership and participation to increase volunteer hours and provide additional parent input and guidance. Recruit parents for PTSA involvement and participation for parent training in the following areas: Tips for Helping with Homework, Ideas for Dealing with Bullying Behavior, Parent Strategies for Study Skills Support, Steps for Monitoring Student Work. Assignments and Grades. ECMS will also solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems through the SEQs. Open House and curriculum night will be well advertised and teachers and administrators will be available to parents. Through SAC we will offer interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology and school news will be communicated in various methods- newsletters, parentlink callouts, email, and the school webpage.

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

The Parent Teacher Student Association (PTSA) of ECMS utilizes a business partner liaison who works closely with local businesses to secure their support of student academic initiatives. The PTSA and SAC meet monthly and at both meetings the needs of the school are discussed. Teacher and school grants are written and fulfilled to improve academic achievement. Local businesses are recognized in various ways: the newsletter, banners in school, and on the school website. In addition, during the 2016-17 school year the school will hold an information parent meeting in the clubhouse of one of the feeder neighborhoods.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Smith Feaman, Eugina	Principal
Fredrickson, Tom	Assistant Principal
King, Marellius	Assistant Principal
Wheeler, Jason	Assistant Principal
Morphesis, April	Teacher, K-12
Leatherman, Janell	School Counselor
Nash, Tracey	Teacher, ESE
Accorto, Michael	Teacher, K-12
Burke, Alan	Teacher, K-12
Dorish, Staci	Teacher, K-12
Jensen, Rae	Teacher, ESE
Kovacs, Kimberly	Teacher, K-12
Maxwell, William	Instructional Technology
Welz, Lisa	Teacher, K-12
Chapman, Susan	School Counselor
Etches, Shannah	Teacher, K-12
Kotouch, Marissa	Teacher, K-12
Yuzenas, Amy	Teacher, K-12
Horvath, James	Teacher, K-12

b. Duties

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

2. Leadership Team Members/Function:

SBLT: Leader:

- Facilitates SBLT meeting and the Problem solving processes during these meetings.
- Attends monthly district professional development meetings and implements directives with fidelity
- Coordinates/Consults with teachers and case liaisons on research-based interventions and monitors implementation fidelity,

Administrators:

- Attends leadership meetings
- Conducts data chats with all instructional staff- determine professional development needs
- Provides resources: time, money and personnel for meetings and interventions
- Collaborates/ Consults with teachers are interventions.
- Monitors implementation of Core, Supplemental and Intensive supports to determine they are research based and implemented with fidelity
- Monitor data as it relates to safety, discipline and school climate- share this data with all stakeholders and provide opportunity for all stakeholders to provide input for change and problem solving as necessary

Counselors:

- Attend leadership meeting
- Act as case liaisons for individual students who are being monitored through the RTI process
- Provide professional development to staff as requested on topics related to student needs
- Monitor student progress utilizing weekly site-reporter, EDW, teacher reports and other means to determine which students are at “most-risk” and screen for need for additional services.
- Serve as a resource to students, parents, teachers, administrators and community as it relates to student improvement goals
- Attend district meetings to learn the latest resources available to students through the community

ESE Coordinator:

- Attends leadership meetings
- Provides guidance on implementation of interventions and research based interventions.
- Provides trained staff to provide FBA (behavioral assessments) as needed
- Assists with parent communication and questions related to procedural safeguards
- Provides consultation to the team regarding interventions and supports available for students struggling academically and behaviorally from area of expertise

Professional Development Chair:

- Attends leadership meetings
- Consults with leadership team on professional development opportunities available to strengthen supports at all Tiers
- Works with the leadership team to develop professional development opportunities to meet the needs of students (based on information discussed during data-chats)
- Monitors implementation of professional development activities and makes sure they are implemented with fidelity

School Support Staff: Nurses, School Resource officer:

- Attends leadership meetings
- Provides input related to students, school safety and resources available to assist students who may be having difficulty
- Consults with team related to areas of safety concern

School Psychologist:

- Attends all leadership meetings
- Provides input in developing interventions and progress monitoring tools
- Assists in evaluating interventions and progress monitoring fidelity
- Provides support for interventions to the classroom teachers

Parent(s)/Guardian(s):

- Attends meetings as available.
- Provides relevant home/community/medical and social information in their preferred language.

- Collaborates with school personnel in implementing interventions.

Classroom Teachers:

- Offers interventions to student identified as deficient in a benchmark.
- Completes documentation requested by team leader prior to meetings
- Implements with fidelity interventions indicated in Student Intervention Plan and monitors student progress on district required forms (2106, 2284, 2318)

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

1. CORE (Tier 1): Florida State Standards: The CORE includes all students and there are several supports in place to monitor the effectiveness of academic instruction and behavior at the CORE level. Administrators monitor lesson plans, perform classroom walk-through and evaluations and provide feedback to teachers to improve academic instruction and improve positive behavior in each classroom. Administrators make sure highly qualified teachers are providing instruction with fidelity.

A variety of data is analyzed by grade group and department collaboration meetings (EDW, Diagnostic Reports, Individual Student Work Samples and ODR's) to determine the effectiveness of instruction in reading, math, writing and Science. This analysis is done quarterly and changes in curriculum are made if deemed necessary. To determine what changes need to be made, the departmental meetings engage in a problem solving and make suggestions which are then checked by administration. These departmental collaboration meetings occur weekly during common planning.

The problem solving Teams at the CORE (Tier 1) include:

SWPBSS team meets monthly to review school-wide discipline data and makes recommendations to improve safety and positive behavior school-wide.

Departments meet weekly to review current data and make curriculum recommendations and collaboratively plan.

Leadership Team: Meets weekly every Friday- administrators and department chairs to problem solve any issues arising or observed during weekly monitoring and/or data collection.

FIDELITY CHECKS: Classroom walk-through, Teacher Lesson Plans, Student Data SUPPLEMENTAL (Tier2): Teachers and administrators respond to students with academic and behavior difficulty by providing supplemental instruction and support. This supplemental support is provided in addition to the CORE. Prior to students being referred to SBT for evaluation, teachers engage in problem solving in the classroom and document these interventions. Interventions include: Evidence-based interventions matched to students deficiency, smaller group instruction, additional instructional time (intensive classes) in deficient area of need.

Intensive Reading: Students who are not proficient in reading based on Reading Plus and FSA results performing receive supplemental instruction in an Intensive Reading Class or intervention course by a content literacy strategies training and/or a reading endorsed teacher. Students' progress is monitored and if necessary, referred to SBT if these interventions are not proving to show student growth in Reading. Students are also receiving content literacy strategies through science and social studies classes.

Intensive (Tier3): Students not responding to supports at the supplemental level are referred to SBT and intensive interventions are designed and monitored utilizing progress monitoring form (2264). At

this intensive level of support more individualized instructional and behavioral interventions are monitored and implemented. These interventions are in addition to and in alignment with CORE instruction and supplemental interventions. . Some examples include: one-on- one instruction of an individual skill by a certified reading specialist, an individual behavior plan, specialized counseling and/or referral to outside agencies that have a cooperative agreement with the School district of Palm Beach County. At this level, progress is monitored through the RTI process documented on (2264).

Problem Solving Team at Supplemental/Intensive Level:

SBT: Meets weekly to review individual student data, design and implement intervention plans, make referrals for additional support and problem solve both academic and behavioral issues that have not been resolved at the CORE (Tier 1 level)

At each tier of support: CORE, Supplemental and Intensive there is continuous progress monitored through a problem solving process: define the problem, analyze the data, Implement a research based strategy and then evaluate effectiveness. If proven unsuccessful, begin the process again.

Our school incorporates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expectations, communicating promptly with parents, and monitoring our SwPBS. We update our action plans frequently. We inspire an appreciation for multicultural diversity through our anti-bullying programs and procedures, structured lessons, and implementation of SwPBS programs. Nutrition programs will be taught to students through the Physical Education department using the federal nutrition guidelines. Violence prevention programs will be integrated through our school guidance department to include peer mediation, peer counseling, and teen leadership classes. Our school utilizes Career and Technical training classes to provide students with a seamless transition to the post-secondary level.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Eugina Feaman	Principal
Jocelyn Brown	Parent
Kim Silha	Parent
april morphesis	Teacher
Brian Lawson	Parent
Christie Manning	Parent
Deena Greenlund	Parent
Donnamarie Garcia	Parent
Jadin Holmberg	Student
Jodi Holmberg	Parent
Marissa Kotouch	Teacher
Mary Wood	Parent
McKenna Lawson	Student
Meera Kari	Parent
Pauline Lawson	Parent
Symene Beaufiles Domisse	Parent
Teji Kari	Student
Catherine Silver	Education Support Employee
Sarah Hansen	Business/Community
Elyce Werner	Parent
Michelle Beauckman	Parent
Kellie Wojciechowski	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council reviewed the strategies that were used last year in correlation with our FY 15 data. Discussions were held to reflect what was working and what needed to be improved upon.

b. Development of this school improvement plan

The School Advisory Council will use data to drive decisions and prioritize academic needs of the students and of the school. The School Advisory Council will evaluate the plan throughout the year and adjust as needed.

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

School Advisory members were educated as to their part in approving the spending of school improvement funds through the SAC bylaws. SAC members discussed that funds approved to be spent must be prioritized to those that have the most educational value for student improvement. The School Advisory Council will follow Florida Statute 24.121(5)(c) stating that:

- School Improvement funds are for the purpose of enhancing school performance through

development and implementation of a school improvement plan;

- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

School Improvement funds were not allocated to any project through SAC.

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

Yes

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

The school is in compliance for all areas with the exception of the percentage of Black population. The SAC is actively recruiting additional members by inviting parents to join via call-outs, the newsletter, and the Edline webpage.

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Fredrickson, Tom	Assistant Principal
Wheeler, Jason	Assistant Principal
King, Marellius	Assistant Principal
Smith Feaman, Eugina	Principal
Morphesis, April	Teacher, K-12
Nash, Tracey	Teacher, ESE
Burke, Alan	Teacher, K-12
Accorto, Michael	Teacher, K-12
Kovacs, Kimberly	Teacher, K-12
Dorish, Staci	Teacher, K-12
Leatherman, Janell	School Counselor
Kotouch, Marissa	Teacher, K-12
Welz, Lisa	Teacher, K-12
Etches, Shannah	Teacher, K-12
Jensen, Rae	Teacher, K-12
Horvath, James	Teacher, K-12

b. Duties

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

This group of professionals is comprised of leaders in the school who will help to infuse literacy practices school-wide. The team uses data to establish the literacy goals for the school year. The utilization of the READ 180 program in Intensive Reading Classes and Reading Plus school-wide will be a focus. In addition, the infusion of writing practices in all content areas will be a focus. This leadership the team meets monthly and reviews goals and plans of action to improve. Needed professional development will be determined and held.

D. Public and Collaborative Teaching

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

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

One venue for encouraging positive working relationships with teachers is participation in Grade Level Meetings which are held monthly and department collaboration meetings which are held weekly. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration within these groups. Departments plan together and communicate instructional needs. District trainers assist various departments and share strategies to be implemented within the classroom.

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

Administration utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures. Highly qualified instructional personnel are acquired by office interviews of a varied team including administration and subject area teachers. Administration monitors and assists all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time. Once hired, all new teachers are assigned a mentor and grade level Assistant Principal as a contact.

All teachers receive ongoing staff development through scheduled PDD days, Departmental Meetings, and monthly staff meetings held by the Administration and PDD Team. The Content Area Department Chairpersons assist teachers with instruction and grade level liaisons support hold monthly meetings to support and inform teachers.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

New teachers are paired with mentor teachers based on subject area and location in the school. Support meetings are scheduled with assigned mentor and school facilitator to assist them in completing the district mandated assignments as well as to assist in any need. The new teacher and mentor teacher follow the district guidelines and coordination of activities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Teachers receive ongoing Professional Development by district READ 180, Reading Plus, and Secondary Curriculum Specialist on best practices and program supports to implement within their classroom lessons. Science and Social Studies Teachers also receive content literacy strategies training. In addition, rigor and engagement training will be provided to all teachers.

b. Instructional Strategies

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

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
 - Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs within the Intensive Reading Courses.
 - Providing instruction aligned with the Language Arts Florida Standards for their grade level
 - Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
 - Administering assessments which measure instructed standards
 - Monitoring progress at the class and grade level during Departmental Professional Learning Communities
 - Conducting data chats with students
 - Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
 - Students receiving push-in/pull out services for ESE
- ELL students also receive support during the school-day

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

Strategy: After School Program

Minutes added to school year: 1,350

This tutoring program is designed to boost classroom reading and math proficiency. There will be before and afterschool tutoring and use of the Reading Plus online program. Students are taught literacy and math skills relevant to their needs.

Strategy Rationale

There are some students without computer access at home. This will allow students to access the program at school and receive assistance by certified staff. In addition, within a small group setting, teachers will be able to further differentiate based on student needs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fredrickson, Tom, tom.fredrickson@palmbeachschools.org

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

Data is first collected by a pre-assessment. Students are assessed throughout the program using mini assessments. FSA Reading and Math will serve as summative assessments to determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Members of the leadership team and particular school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools.

b. College and Career Readiness

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

College and career readiness is a guiding principle in Emerald Cove's comprehensive school counseling program. Small groups are offered throughout the year to help students with organizational strategies, study skills, relational skills, and other academic, social, and career-related skills for success throughout life. Additionally, several courses have been designed to introduce students to post-secondary opportunities. Beginning in sixth grade, Business and Teen Leadership are offered as elective choices and begin to address post-secondary opportunities. Multi-media resources are utilized to facilitate the exploration of college and career choices. This includes the Florida Choices web tool for interest inventories, skill surveys, career cluster descriptions, and college profiles. Important life skills are also addressed in these courses: resume building, interviewing skills, communication skills, practice in public speaking, interpersonal skills, responsibility and accountability, etc. In seventh grade, students are required to take Civics. This course includes a unit on career exploration. Additionally, both seventh and eighth graders can elect to take a Career

Research & Decision Making course where academic skills important to success are emphasized and students are taught to work at a higher level in preparation for entering the post-secondary world. Reading and writing skills that will be necessary for success on SAT, ACT, and GRE tests are introduced and practiced.

In addition teachers participate in the Reach Higher Initiative and promote their colleges via signage and spirit wear.

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

Students are given course selection sheets to chose their preference of electives. Guidance counselors meet with students one on one as needed to customize their schedule based on academic goals.

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

Organizational strategies, study skills, relational skills, and other academic, social, and career-related skills.
Florida Choices web tool for interest inventories, skill surveys, career cluster descriptions, and college profiles.
Resume building, interviewing skills, communication skills, practice in public speaking, interpersonal skills, responsibility and accountability.

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

Counselors work closely with feeder high schools and promote choice academies. Counselors also conduct classroom guidance and individual counseling sessions with students. The Reach Higher Initiative is in effect throughout campus with teachers promoting post-secondary colleges.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers incorporate research- based successful strategies into their practice, then students will make learning gains in Mathematics.
- G2.** If teachers incorporate research- based successful strategies into their practice, then students will make learning gains in Reading and Writing.
- G3.** If effective and relevant instruction is provided to meet the needs of all students, then we will ensure high school readiness of eighth grade students.

Strategic Goals Detail

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

G1. If teachers incorporate research- based successful strategies into their practice, then students will make learning gains in Mathematics. 1a

G083755

Targets Supported 1b

Indicator	Annual Target
Math Gains	69.0
Math Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Varying levels of math ability
- Lack of Motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Keely Spinelli grant
- Online teaching resources such as Khan academy, Brain Pop, Discovery Education
- Blender

Plan to Monitor Progress Toward G1. 8

Winter Diagnostic results, Unit Standards Assessments, common assessments, and FY17 FSA results.

Person Responsible

Eugina Smith Feaman

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student data reports from the Winter Diagnostic, Unit Standards Assessments, and common assessments will be collected and reviewed.

G2. If teachers incorporate research- based successful strategies into their practice, then students will make learning gains in Reading and Writing. 1a

G083756

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	53.0

Targeted Barriers to Achieving the Goal 3

- Student motivation
- Students performing in the lowest 25%
- Students not making meaningful connections to text and responding in writing

Resources Available to Help Reduce or Eliminate the Barriers 2

- Keely Spinelli Grant
- Reading Plus
- Language Arts text book
- Gateway to American Government Social Studies book

Plan to Monitor Progress Toward G2. 8

Winter Diagnostic results, Palm Beach Performance data, and FY16 FSA results .

Person Responsible

Eugina Smith Feaman

Schedule

Quarterly, from 10/5/2016 to 6/2/2017

Evidence of Completion

Reports from Performance Matters that show student growth in Reading and Writing.

G3. If effective and relevant instruction is provided to meet the needs of all students, then we will ensure high school readiness of eighth grade students. 1a

G083757

Targets Supported 1b

Indicator	Annual Target
High School Readiness	85.4
High School Readiness	71.0

Targeted Barriers to Achieving the Goal 3

- Student Motivation
- Students not proficient in both ELA and Mathematics

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G3. 8

Annual FSA ELA and Math data will be monitored as well diagnostic data periodically. Suspension and attendance data will be pulled monthly as well.

Person Responsible

Eugina Smith Feaman

Schedule

Monthly, from 10/17/2016 to 5/29/2017

Evidence of Completion

Learning gains on diagnostic data as well as FSA and ELA data. Decreased suspensions and increased attendance rate.

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 teachers incorporate research- based successful strategies into their practice, then students will make learning gains in Mathematics. 1

G083755

G1.B1 Varying levels of math ability 2

B222421

G1.B1.S2 An intensive math class will be created for 7th grade students performing below grade level in math. 4

S234700

Strategy Rationale

An intensive math class for 7th grade students will allow students to gain necessary skills for increased achievement in an on grade level math class.

Action Step 1 5

FSA math data will be reviewed for students who have scored at a level 2 or lower.

Person Responsible

Eugina Smith Feaman

Schedule

On 7/27/2016

Evidence of Completion

Data Reports

Action Step 2 5

7th grade students who have scored a level 2 or lower on the math FSA will be placed in an intensive math class.

Person Responsible

Tom Fredrickson

Schedule

On 8/8/2016

Evidence of Completion

Student schedules

Action Step 3 5

Students will be taught remedial math skills.

Person Responsible

Tom Fredrickson

Schedule

Daily, from 8/15/2016 to 6/5/2017

Evidence of Completion

Teacher lesson plans

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

Classroom observations will be conducted.

Person Responsible

Tom Fredrickson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observation results will be entered and monitored through iObservation

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

Student data will be collected

Person Responsible

Tom Fredrickson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administrator will collect and analyze data to monitor for effectiveness of this program.

G1.B1.S4 Create a tutorial program for students to attend during the school day and after school. 4

S234702

Strategy Rationale

Students who are performing low on state and classroom tests need specialized instruction based on their deficiencies. Instruction based on student deficiencies will allow students to catch up where they have fallen behind.

Action Step 1 5

Use the Keely Spinelli grant to fund a tutorial program.

Person Responsible

Eugina Smith Feaman

Schedule

On 4/7/2017

Evidence of Completion

A schedule will be created to reflect the days and times of the tutorial

Action Step 2 5

Student data will be collected to target our lowest performing students.

Person Responsible

Jason Wheeler

Schedule

On 11/7/2016

Evidence of Completion

Data charts will be utilized

Action Step 3 5

Students will be grouped and instructed based on deficiency needs.

Person Responsible

Eugina Smith Feaman

Schedule

Weekly, from 1/4/2017 to 5/5/2017

Evidence of Completion

Attendance logs showing student participation and teachers tutorial lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Teachers will utilize sign in sheets.

Person Responsible

Tom Fredrickson

Schedule

Weekly, from 1/4/2017 to 5/5/2017

Evidence of Completion

Student sign in sheets and student portfolios will be collected and monitored.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Monitor student performance on the Winter Diagnostic, Unit Standards Assessments, and common assessments.

Person Responsible

Tom Fredrickson

Schedule

Monthly, from 1/4/2017 to 5/5/2017

Evidence of Completion

Student data reports for the Winter Diagnostic and Unit Standards Assessments will be collected and reviewed.

G1.B3 Lack of Motivation 2

 B222423

G1.B3.S2 Teachers will use learning scales and goals for students to track their progress and celebrate their success. 4

 S234705

Strategy Rationale

The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and learning goals. The teacher celebrates student success relative to the learning targets and/or the learning goals.

Action Step 1 5

Math teachers will receive training for creating and using learning scales

Person Responsible

Marissa Kotouch

Schedule

On 11/17/2016

Evidence of Completion

Sign in sheets from training will be monitored.

Action Step 2 5

Math teachers will use their common planning time to develop unit learning scales.

Person Responsible

Michael Accorto

Schedule

Monthly, from 11/17/2016 to 6/2/2017

Evidence of Completion

Learning scales will be collected and reviewed.

Action Step 3 5

Math teachers will introduce learning scales and teach students how to track their progress on a learning scale.

Person Responsible

Tom Fredrickson

Schedule

Biweekly, from 11/17/2016 to 6/2/2017

Evidence of Completion

Lesson plan reflecting evidence of strategy.

Action Step 4 5

Teachers will celebrate students growth towards the unit learning goal by acknowledging their achievement.

Person Responsible

Tom Fredrickson

Schedule

Biweekly, from 11/17/2016 to 6/2/2017

Evidence of Completion

Lesson plan reflecting evidence of strategy.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrator observations

Person Responsible

Tom Fredrickson

Schedule

Biweekly, from 11/17/2016 to 11/17/2016

Evidence of Completion

Administrators will monitor teacher lesson plans and conduct classroom observations of strategy.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teacher and Administrator observations

Person Responsible

Tom Fredrickson

Schedule

Biweekly, from 11/17/2016 to 11/17/2016

Evidence of Completion

Teachers and Administrator will observe student behavior for changes in classroom participation and motivation.

G2. If teachers incorporate research- based successful strategies into their practice, then students will make learning gains in Reading and Writing. 1

G083756

G2.B1 Student motivation 2

B222424

G2.B1.S1 Reading Plus 4

S234706

Strategy Rationale

Reading Plus is research oriented web-based program that transforms how, what, and why students read while broadening interests and building knowledge.

Action Step 1 5

Students are taken to a computer lab through their Language Arts class to complete an initial reading assessment

Person Responsible

Lisa Welz

Schedule

On 9/5/2016

Evidence of Completion

Data from Reading Plus is collected for all students.

Action Step 2 5

Students are given a tutorial of how to use the Reading Plus program through their Language Arts classes.

Person Responsible

Lisa Welz

Schedule

On 9/7/2016

Evidence of Completion

Teacher lesson plans.

Action Step 3 5

Students are given a goal of completing 4-10 lessons per week based on their initial insight assessment, at home as part of a homework requirement.

Person Responsible

Lisa Welz

Schedule

Weekly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Usage data is collected from the Reading Plus program.

Action Step 4 5

As students master each Reading Plus level they will be rewarded.

Person Responsible

Lisa Welz

Schedule

Monthly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Certificates and coupons will be printed and handed out.

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

Students will be given a weekly homework grade for achievement in Reading Plus.

Person Responsible

Eugina Smith Feaman

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Teacher GradeQuick report and Reading Plus report.

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

Students will be given updates on their reading improvement through the Reading Plus program. Teachers will conference with students based on their progress.

Person Responsible

Lisa Welz

Schedule

Monthly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Reading Plus student growth data reports.

G2.B2 Students performing in the lowest 25% **2**

 B222425

G2.B2.S2 Students will receive reading interventions through Science and Social Studies Classes **4**

 S234708

Strategy Rationale

Students can make reading gains through their content area classes with teachers utilizing reading strategies that engage students in text while increasing reading efficiency.

Action Step 1 **5**

Teachers that are not certified will register and attend a full day initial Content Literacy Strategies training session.

Person Responsible

Eugina Smith Feaman

Schedule

On 9/7/2016

Evidence of Completion

Monitor training sign in sheets.

Action Step 2 **5**

Social Studies and Science teachers continue CLS training through 3 online sessions and 2 1/2 day face to face training's.

Person Responsible

Marissa Kotouch

Schedule

Triannually, from 10/8/2016 to 5/5/2017

Evidence of Completion

Sign in sheets will be monitored.

Action Step 3 5

CLS certified Science and Social Studies will have a refresher training.

Person Responsible

Marissa Kotouch

Schedule

On 11/17/2016

Evidence of Completion

PD sign in sheets will be monitored.

Action Step 4 5

Social Studies teachers begin implementing reading strategies in their lessons

Person Responsible

Marellius King

Schedule

Daily, from 9/16/2016 to 6/3/2017

Evidence of Completion

Teacher lesson plans will be collected and classroom observation walk-throughs.

Action Step 5 5

Science teachers begin implementing reading strategies in their lessons.

Person Responsible

Jason Wheeler

Schedule

Daily, from 9/27/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans and classroom walk throughs

Action Step 6 5

Social Studies and Science teachers will submit an evidence portfolio to the school district to show implementation of Content Literacy Strategies to become CLS certified.

Person Responsible

Eugina Smith Feaman

Schedule

On 5/28/2016

Evidence of Completion

Online submission of portfolio and certification of completion.

Action Step 7 5

Teachers will plan CLS strategies implementation during common planning time.

Person Responsible

Marellius King

Schedule

Weekly, from 11/17/2016 to 6/2/2017

Evidence of Completion

Administrator will monitor teacher lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administrator will monitor teacher lesson plans and conduct classroom observations.

Person Responsible

Marellius King

Schedule

Monthly, from 11/17/2016 to 6/2/2017

Evidence of Completion

Administrator will collect lesson plans from teachers and record classroom observations in iObservation.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administrator will conduct classroom observations to observe teacher implementation and student involvement as well as conference with department heads for added support.

Person Responsible

Marellius King

Schedule

Monthly, from 9/11/2016 to 6/2/2017

Evidence of Completion

Administrator will conduct classroom observations using iObservation.

G2.B2.S3 Create a tutorial program for students to attend during the school day and after school. 4

S234709

Strategy Rationale

Students who are performing low on state and classroom tests need specialized instruction based on their deficiencies. Instruction based on student deficiencies will allow students to catch up where they have fallen behind.

Action Step 1 5

Use the Keely Spinelli grant to fund a tutorial program.

Person Responsible

Eugina Smith Feaman

Schedule

On 4/7/2017

Evidence of Completion

A schedule will be created to reflect the days and times of the tutorial.

Action Step 2 5

Student data will be collected to target the lowest performing students.

Person Responsible

Jason Wheeler

Schedule

On 11/7/2017

Evidence of Completion

Data charts will be utilized.

Action Step 3 5

Students will be grouped and instructed based on deficiency needs.

Person Responsible

Eugina Smith Feaman

Schedule

Weekly, from 1/4/2017 to 5/5/2017

Evidence of Completion

Attendance logs showing student participation and teachers tutorial lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Teachers will utilize sign in sheets.

Person Responsible

Tom Fredrickson

Schedule

Weekly, from 1/4/2017 to 5/5/2017

Evidence of Completion

Student sign in sheets will be collected and monitored.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Monitor student performance on the Winter Diagnostic, Unit Standards Assessments, and common assessments.

Person Responsible

Tom Fredrickson

Schedule

Monthly, from 1/4/2017 to 5/5/2017

Evidence of Completion

Student data reports for the Winter Diagnostic and Unit Standards Assessments will be collected and reviewed.

G2.B3 Students not making meaningful connections to text and responding in writing **2**

 B222426

G2.B3.S4 Language Arts teachers will use the state adopted textbook **4**

 S234713

Strategy Rationale

The state adopted Language Arts textbook series will help teachers engage students in making meaningful connections to text as well as aiding in the writing process.

Action Step 1 **5**

Teachers introduce the new textbook to students showing how to utilize the text features and structure of the book to enhance their comprehension of the text.

Person Responsible

Eugina Smith Feaman

Schedule

On 6/2/2017

Evidence of Completion

Teacher lesson plans

Action Step 2 **5**

Teachers will use text features of the book to aide in comprehension of the text

Person Responsible

Eugina Smith Feaman

Schedule

Daily, from 8/19/2016 to 6/2/2017

Evidence of Completion

Weekly lesson plans

Action Step 3 5

Teachers will instruct students on how to access the online book and technology features for use at home.

Person Responsible

Eugina Smith Feaman

Schedule

On 6/2/2017

Evidence of Completion

Weekly lesson plans

Action Step 4 5

Teachers will use close reading screen cast interactive mini lessons to engage and reteach standards being taught.

Person Responsible

Eugina Smith Feaman

Schedule

Weekly, from 8/3/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans and classroom walk throughs

Plan to Monitor Fidelity of Implementation of G2.B3.S4 6

Teachers will submit weekly lesson plans showing use of textbook and textbook features.

Person Responsible

Eugina Smith Feaman

Schedule

Weekly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Administration will observe teachers during classroom walkthroughs and observations.

Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7

Teachers will collect data from the online Unit Standards Assessment (USA), Text selection tests, unit writing performance assessment

Person Responsible

Eugina Smith Feaman

Schedule

Monthly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Data from assessments will be monitored for student growth.

G2.B3.S5 Writing tutorial 4

S234714

Strategy Rationale

A writing tutorial for students who

Action Step 1 5

Students who have scored a level 3-4 on the Palm Beach Performance assessment will be chosen to attend a writing tutorial during the school day.

Person Responsible

Lisa Welz

Schedule

On 3/16/2017

Evidence of Completion

Students will be given an invitation to attend the tutorial.

Action Step 2 5

Students will attend the 3 day writing tutorial during their elective period.

Person Responsible

Lisa Welz

Schedule

Daily, from 3/21/2017 to 3/24/2017

Evidence of Completion

Student attendance will be taken.

Action Step 3 5

Teacher will model how to write a correct prompt based essay using evidence from the text, students will practice writing independently.

Person Responsible

Eugina Smith Feaman

Schedule

Daily, from 3/21/2017 to 3/24/2017

Evidence of Completion

Student samples will be reviewed.

Plan to Monitor Fidelity of Implementation of G2.B3.S5 6

Tutorial teachers will provide an outline of daily lessons.

Person Responsible

Eugina Smith Feaman

Schedule

Daily, from 3/21/2017 to 3/24/2017

Evidence of Completion

Outlines and student samples will be reviewed.

Plan to Monitor Effectiveness of Implementation of G2.B3.S5 7

Students will produce an

Person Responsible

Marellius King

Schedule

Every 6 Weeks, from 10/5/2015 to 5/31/2016

Evidence of Completion

Students scores will be monitored and analyzed and teacher data chats will take place

G3. If effective and relevant instruction is provided to meet the needs of all students, then we will ensure high school readiness of eighth grade students. 1

G083757

G3.B1 Student Motivation 2

B222427

G3.B1.S1 Students in the lowest 25% will be paired with a mentor to monitor progress. 4

S234715

Strategy Rationale

Students need an additional teacher to motivate and assist with monitoring progress.

Action Step 1 5

Students in the low 25% will be paired with an adult mentor.

Person Responsible

Eugina Smith Feaman

Schedule

Weekly, from 10/17/2016 to 4/3/2017

Evidence of Completion

Mentor logs and sign-in sheets.

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

The students' progress in class and on diagnostic assessments will be monitored and discussed in chats with mentor and student

Person Responsible

Eugina Smith Feaman

Schedule

Monthly, from 10/17/2016 to 4/3/2017

Evidence of Completion

Mentor logs and student assessment data

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

Learning gains in both ELA and Math as well as attendance data

Person Responsible

Meghan Henn

Schedule

Annually, from 10/17/2016 to 5/29/2017

Evidence of Completion

FSA data and suspension and attendance data

G3.B2 Students not proficient in both ELA and Mathematics **2**

 B222428

G3.B2.S1 Create a tutorial program for students to attend during the school day and after school. **4**

 S234716

Strategy Rationale

Students who are performing low on state and classroom tests need specialized instruction based on their deficiencies. Instruction based on student deficiencies will allow students to catch up where they have fallen behind.

Action Step 1 **5**

Use the Keely Spinelli grant to fund a tutorial program.

Person Responsible

Eugina Smith Feaman

Schedule

On 4/7/2017

Evidence of Completion

A schedule will be created to reflect the days and times of the tutorial.

Action Step 2 **5**

Student data will be collected to target the lowest performing students.

Person Responsible

Jason Wheeler

Schedule

On 11/7/2017

Evidence of Completion

Data charts will be utilized.

Action Step 3 5

Students will be grouped and instructed based on deficiency needs.

Person Responsible

Eugina Smith Feaman

Schedule

Weekly, from 1/4/2017 to 5/5/2017

Evidence of Completion

Attendance logs showing student participation and teachers tutorial lesson plans.

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

Teachers will utilize sign in sheets.

Person Responsible

Tom Fredrickson

Schedule

Weekly, from 1/4/2017 to 5/5/2017

Evidence of Completion

Student sign in sheets will be collected and monitored.

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

Monitor student performance on the Winter Diagnostic, Unit Standards Assessments, and common assessments.

Person Responsible

Tom Fredrickson

Schedule

Monthly, from 1/4/2017 to 5/5/2017

Evidence of Completion

Student data reports for the Winter Diagnostic and Unit Standards Assessments will be collected and reviewed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B2.S2.A6 A302228	Social Studies and Science teachers will submit an evidence portfolio to the school district to...	Smith Feaman, Eugina	4/4/2016	Online submission of portfolio and certification of completion.	5/28/2016 one-time
G2.B3.S5.MA1 M306861	Students will produce an	King, Marellius	10/5/2015	Students scores will be monitored and analyzed and teacher data chats will take place	5/31/2016 every-6-weeks
G1.B1.S2.A1 A302200	FSA math data will be reviewed for students who have scored at a level 2 or lower.	Smith Feaman, Eugina	7/27/2016	Data Reports	7/27/2016 one-time
G1.B1.S2.A2 A302201	7th grade students who have scored a level 2 or lower on the math FSA will be placed in an...	Fredrickson, Tom	8/8/2016	Student schedules	8/8/2016 one-time
G2.B1.S1.A1 A302216	Students are taken to a computer lab through their Language Arts class to complete an initial...	Welz, Lisa	9/5/2016	Data from Reading Plus is collected for all students.	9/5/2016 one-time
G2.B1.S1.A2 A302217	Students are given a tutorial of how to use the Reading Plus program through their Language Arts...	Welz, Lisa	9/7/2016	Teacher lesson plans.	9/7/2016 one-time
G2.B2.S2.A1 A302223	Teachers that are not certified will register and attend a full day initial Content Literacy...	Smith Feaman, Eugina	9/7/2016	Monitor training sign in sheets.	9/7/2016 one-time
G1.B1.S4.A2 A302205	Student data will be collected to target our lowest performing students.	Wheeler, Jason	11/2/2016	Data charts will be utilized	11/7/2016 one-time
G1.B3.S2.MA1 M306842	Teacher and Administrator observations	Fredrickson, Tom	11/17/2016	Teachers and Administrator will observe student behavior for changes in classroom participation and motivation.	11/17/2016 biweekly
G1.B3.S2.MA1 M306843	Administrator observations	Fredrickson, Tom	11/17/2016	Administrators will monitor teacher lesson plans and conduct classroom observations of strategy.	11/17/2016 biweekly
G1.B3.S2.A1 A302212	Math teachers will receive training for creating and using learning scales	Kotouch, Marissa	11/17/2016	Sign in sheets from training will be monitored.	11/17/2016 one-time
G2.B2.S2.A3 A302225	CLS certified Science and Social Studies will have a refresher training.	Kotouch, Marissa	11/17/2016	PD sign in sheets will be monitored.	11/17/2016 one-time
G2.B3.S5.A1 A302244	Students who have scored a level 3-4 on the Palm Beach Performance assessment will be chosen to...	Welz, Lisa	3/16/2017	Students will be given and invitation to attend the tutorial.	3/16/2017 one-time
G2.B3.S5.MA1 M306862	Tutorial teachers will provide an outline of daily lessons.	Smith Feaman, Eugina	3/21/2017	Outlines and student samples will be reviewed.	3/24/2017 daily
G2.B3.S5.A2 A302245	Students will attend the 3 day writing tutorial during their elective period.	Welz, Lisa	3/21/2017	Student attendance will be taken.	3/24/2017 daily
G2.B3.S5.A3 A302246	Teacher will model how to write a correct prompt based essay using evidence from the text, students...	Smith Feaman, Eugina	3/21/2017	Student samples will be reviewed.	3/24/2017 daily
G3.B1.S1.MA1 M306865	The students' progress in class and on diagnostic assessments will be monitored and discussed in...	Smith Feaman, Eugina	10/17/2016	Mentor logs and student assessment data	4/3/2017 monthly
G3.B1.S1.A1 A302247	Students in the low 25% will be paired with an adult mentor.	Smith Feaman, Eugina	10/17/2016	Mentor logs and sign-in sheets.	4/3/2017 weekly
G3.B2.S1.A1 A302248	Use the Keely Spinelli grant to fund a tutorial program.	Smith Feaman, Eugina	1/2/2017	A schedule will be created to reflect the days and times of the tutorial.	4/7/2017 one-time

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Emerald Cove Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S3.A1 A302230	Use the Keely Spinelli grant to fund a tutorial program.	Smith Feaman, Eugina	1/2/2017	A schedule will be created to reflect the days and times of the tutorial.	4/7/2017 one-time
G1.B1.S4.A1 A302204	Use the Keely Spinelli grant to fund a tutorial program.	Smith Feaman, Eugina	1/2/2017	A schedule will be created to reflect the days and times of the tutorial	4/7/2017 one-time
G3.B2.S1.MA1 M306866	Monitor student performance on the Winter Diagnostic, Unit Standards Assessments, and common...	Fredrickson, Tom	1/4/2017	Student data reports for the Winter Diagnostic and Unit Standards Assessments will be collected and reviewed.	5/5/2017 monthly
G3.B2.S1.MA1 M306867	Teachers will utilize sign in sheets.	Fredrickson, Tom	1/4/2017	Student sign in sheets will be collected and monitored.	5/5/2017 weekly
G3.B2.S1.A3 A302250	Students will be grouped and instructed based on deficiency needs.	Smith Feaman, Eugina	1/4/2017	Attendance logs showing student participation and teachers tutorial lesson plans.	5/5/2017 weekly
G2.B2.S2.A2 A302224	Social Studies and Science teachers continue CLS training through 3 online sessions and 2 1/2 day...	Kotouch, Marissa	10/8/2016	Sign in sheets will be monitored.	5/5/2017 triannually
G2.B2.S3.MA1 M306851	Monitor student performance on the Winter Diagnostic, Unit Standards Assessments, and common...	Fredrickson, Tom	1/4/2017	Student data reports for the Winter Diagnostic and Unit Standards Assessments will be collected and reviewed.	5/5/2017 monthly
G2.B2.S3.MA1 M306852	Teachers will utilize sign in sheets.	Fredrickson, Tom	1/4/2017	Student sign in sheets will be collected and monitored.	5/5/2017 weekly
G2.B2.S3.A3 A302232	Students will be grouped and instructed based on deficiency needs.	Smith Feaman, Eugina	1/4/2017	Attendance logs showing student participation and teachers tutorial lesson plans.	5/5/2017 weekly
G1.B1.S4.MA1 M306836	Monitor student performance on the Winter Diagnostic, Unit Standards Assessments, and common...	Fredrickson, Tom	1/4/2017	Student data reports for the Winter Diagnostic and Unit Standards Assessments will be collected and reviewed.	5/5/2017 monthly
G1.B1.S4.MA1 M306837	Teachers will utilize sign in sheets.	Fredrickson, Tom	1/4/2017	Student sign in sheets and student portfolios will be collected and monitored.	5/5/2017 weekly
G1.B1.S4.A3 A302206	Students will be grouped and instructed based on deficiency needs.	Smith Feaman, Eugina	1/4/2017	Attendance logs showing student participation and teachers tutorial lesson plans.	5/5/2017 weekly
G3.MA1 M306868	Annual FSA ELA and Math data will be monitored as well diagnostic data periodically. Suspension and...	Smith Feaman, Eugina	10/17/2016	Learning gains on diagnostic data as well as FSA and ELA data. Decreased suspensions and increased attendance rate.	5/29/2017 monthly
G3.B1.S1.MA1 M306864	Learning gains in both ELA and Math as well as attendance data	Henn, Meghan	10/17/2016	FSA data and suspension and attendance data	5/29/2017 annually
G2.B1.S1.MA1 M306845	Students will be given updates on their reading improvement through the Reading Plus program....	Welz, Lisa	9/7/2016	Reading Plus student growth data reports.	5/31/2017 monthly
G2.B1.S1.A3 A302218	Students are given a goal of completing 4-10 lessons per week based on their initial insight...	Welz, Lisa	9/7/2016	Usage data is collected from the Reading Plus program.	5/31/2017 weekly
G2.B1.S1.A4 A302219	As students master each Reading Plus level they will be rewarded.	Welz, Lisa	9/7/2016	Certificates and coupons will be printed and handed out.	5/31/2017 monthly
G1.MA1 M306844	Winter Diagnostic results, Unit Standards Assessments, common assessments, and FY17 FSA results.	Smith Feaman, Eugina	8/15/2016	Student data reports from the Winter Diagnostic, Unit Standards Assessments, and common assessments will be collected and reviewed.	6/2/2017 quarterly
G2.MA1 M306863	Winter Diagnostic results, Palm Beach Performance data, and FY16 FSA results .	Smith Feaman, Eugina	10/5/2016	Reports from Performance Matters that show student growth in Reading and Writing.	6/2/2017 quarterly

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 M306846	Students will be given a weekly homework grade for achievement in Reading Plus.	Smith Feaman, Eugina	9/7/2016	Teacher GradeQuick report and Reading Plus report.	6/2/2017 weekly
G1.B1.S2.MA1 M306834	Student data will be collected	Fredrickson, Tom	8/15/2016	Administrator will collect and analyze data to monitor for effectiveness of this program.	6/2/2017 weekly
G1.B1.S2.MA1 M306835	Classroom observations will be conducted.	Fredrickson, Tom	8/15/2016	Observation results will be entered and monitored through iObservation	6/2/2017 monthly
G1.B3.S2.A2 A302213	Math teachers will use their common planning time to develop unit learning scales.	Accorto, Michael	11/17/2016	Learning scales will be collected and reviewed.	6/2/2017 monthly
G1.B3.S2.A3 A302214	Math teachers will introduce learning scales and teach students how to track their progress on a...	Fredrickson, Tom	11/17/2016	Lesson plan reflecting evidence of strategy.	6/2/2017 biweekly
G1.B3.S2.A4 A302215	Teachers will celebrate students growth towards the unit learning goal by acknowledging their...	Fredrickson, Tom	11/17/2016	Lesson plan reflecting evidence of strategy.	6/2/2017 biweekly
G2.B2.S2.MA1 M306849	Administrator will conduct classroom observations to observe teacher implementation and student...	King, Marellius	9/11/2016	Administrator will conduct classroom observations using iObservation.	6/2/2017 monthly
G2.B2.S2.MA1 M306850	Administrator will monitor teacher lesson plans and conduct classroom observations.	King, Marellius	11/17/2016	Administrator will collect lesson plans from teachers and record classroom observations in iObservation.	6/2/2017 monthly
G2.B2.S2.A5 A302227	Science teachers begin implementing reading strategies in their lessons.	Wheeler, Jason	9/27/2016	Teacher lesson plans and classroom walk throughs	6/2/2017 daily
G2.B2.S2.A7 A302229	Teachers will plan CLS strategies implementation during common planning time.	King, Marellius	11/17/2016	Administrator will monitor teacher lesson plans	6/2/2017 weekly
G2.B3.S4.MA1 M306859	Teachers will collect data from the online Unit Standards Assessment (USA), Text selection tests,...	Smith Feaman, Eugina	8/19/2016	Data from assessments will be monitored for student growth.	6/2/2017 monthly
G2.B3.S4.MA1 M306860	Teachers will submit weekly lesson plans showing use of textbook and textbook features.	Smith Feaman, Eugina	8/19/2016	Administration will observe teachers during classroom walkthroughs and observations.	6/2/2017 weekly
G2.B3.S4.A1 A302240	Teachers introduce the new textbook to students showing how to utilize the text features and...	Smith Feaman, Eugina	8/19/2016	Teacher lesson plans	6/2/2017 one-time
G2.B3.S4.A2 A302241	Teachers will use text features of the book to aide in comprehension of the text	Smith Feaman, Eugina	8/19/2016	Weekly lesson plans	6/2/2017 daily
G2.B3.S4.A3 A302242	Teachers will instruct students on how to access the online book and technology features for use at...	Smith Feaman, Eugina	8/19/2016	Weekly lesson plans	6/2/2017 one-time
G2.B3.S4.A4 A302243	Teachers will use close reading screen cast interactive mini lessons to engage and reteach...	Smith Feaman, Eugina	8/3/2016	Teacher lesson plans and classroom walk throughs	6/2/2017 weekly
G2.B2.S2.A4 A302226	Social Studies teachers begin implementing reading strategies in their lessons	King, Marellius	9/16/2016	Teacher lesson plans will be collected and classroom observation walk-throughs.	6/3/2017 daily
G1.B1.S2.A3 A302202	Students will be taught remedial math skills.	Fredrickson, Tom	8/15/2016	Teacher lesson plans	6/5/2017 daily
G3.B2.S1.A2 A302249	Student data will be collected to target the lowest performing students.	Wheeler, Jason	11/2/2017	Data charts will be utilized.	11/7/2017 one-time
G2.B2.S3.A2 A302231	Student data will be collected to target the lowest performing students.	Wheeler, Jason	11/2/2017	Data charts will be utilized.	11/7/2017 one-time

V. Professional Development Opportunities

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

G1. If teachers incorporate research- based successful strategies into their practice, then students will make learning gains in Mathematics.

G1.B3 Lack of Motivation

G1.B3.S2 Teachers will use learning scales and goals for students to track their progress and celebrate their success.

PD Opportunity 1

Math teachers will receive training for creating and using learning scales

Facilitator

Marissa Kotouch

Participants

All teachers

Schedule

On 11/17/2016

G2. If teachers incorporate research- based successful strategies into their practice, then students will make learning gains in Reading and Writing.

G2.B2 Students performing in the lowest 25%

G2.B2.S2 Students will receive reading interventions through Science and Social Studies Classes

PD Opportunity 1

CLS certified Science and Social Studies will have a refresher training.

Facilitator

Marissa Kotouch

Participants

Science and Social Studies teachers

Schedule

On 11/17/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S2.A1	FSA math data will be reviewed for students who have scored at a level 2 or lower.	\$0.00
2	G1.B1.S2.A2	7th grade students who have scored a level 2 or lower on the math FSA will be placed in an intensive math class.	\$0.00
3	G1.B1.S2.A3	Students will be taught remedial math skills.	\$0.00
4	G1.B1.S4.A1	Use the Keely Spinelli grant to fund a tutorial program.	\$0.00
5	G1.B1.S4.A2	Student data will be collected to target our lowest performing students.	\$0.00
6	G1.B1.S4.A3	Students will be grouped and instructed based on deficiency needs.	\$0.00
7	G1.B3.S2.A1	Math teachers will receive training for creating and using learning scales	\$0.00
8	G1.B3.S2.A2	Math teachers will use their common planning time to develop unit learning scales.	\$0.00
9	G1.B3.S2.A3	Math teachers will introduce learning scales and teach students how to track their progress on a learning scale.	\$0.00
10	G1.B3.S2.A4	Teachers will celebrate students growth towards the unit learning goal by acknowledging their achievement.	\$0.00
11	G2.B1.S1.A1	Students are taken to a computer lab through their Language Arts class to complete an initial reading assessment	\$0.00
12	G2.B1.S1.A2	Students are given a tutorial of how to use the Reading Plus program through their Language Arts classes.	\$0.00
13	G2.B1.S1.A3	Students are given a goal of completing 4-10 lessons per week based on their initial insight assessment, at home as part of a homework requirement.	\$0.00
14	G2.B1.S1.A4	As students master each Reading Plus level they will be rewarded.	\$0.00
15	G2.B2.S2.A1	Teachers that are not certified will register and attend a full day initial Content Literacy Strategies training session.	\$0.00
16	G2.B2.S2.A2	Social Studies and Science teachers continue CLS training through 3 online sessions and 2 1/2 day face to face training's.	\$0.00
17	G2.B2.S2.A3	CLS certified Science and Social Studies will have a refresher training.	\$0.00
18	G2.B2.S2.A4	Social Studies teachers begin implementing reading strategies in their lessons	\$0.00
19	G2.B2.S2.A5	Science teachers begin implementing reading strategies in their lessons.	\$0.00
20	G2.B2.S2.A6	Social Studies and Science teachers will submit an evidence portfolio to the school district to show implementation of Content Literacy Strategies to become CLS certified.	\$0.00
21	G2.B2.S2.A7	Teachers will plan CLS strategies implementation during common planning time.	\$0.00

22	G2.B2.S3.A1	Use the Keely Spinelli grant to fund a tutorial program.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	120-Classroom Teachers	3371 - Emerald Cove Middle School	Other		\$7,000.00
	1140	510-Supplies	3371 - Emerald Cove Middle School	Other		\$2,000.00
			<i>Notes: Performance Coach workbook for ELA and Math tutorial.</i>			
23	G2.B2.S3.A2	Student data will be collected to target the lowest performing students.				\$0.00
24	G2.B2.S3.A3	Students will be grouped and instructed based on deficiency needs.				\$0.00
25	G2.B3.S4.A1	Teachers introduce the new textbook to students showing how to utilize the text features and structure of the book to enhance their comprehension of the text.				\$0.00
26	G2.B3.S4.A2	Teachers will use text features of the book to aide in comprehension of the text				\$0.00
27	G2.B3.S4.A3	Teachers will instruct students on how to access the online book and technology features for use at home.				\$0.00
28	G2.B3.S4.A4	Teachers will use close reading screen cast interactive mini lessons to engage and reteach standards being taught.				\$0.00
29	G2.B3.S5.A1	Students who have scored a level 3-4 on the Palm Beach Performance assessment will be chosen to attend a writing tutorial during the school day.				\$0.00
30	G2.B3.S5.A2	Students will attend the 3 day writing tutorial during their elective period.				\$0.00
31	G2.B3.S5.A3	Teacher will model how to write a correct prompt based essay using evidence from the text, students will practice writing independently.				\$0.00
32	G3.B1.S1.A1	Students in the low 25% will be paired with an adult mentor.				\$0.00
33	G3.B2.S1.A1	Use the Keely Spinelli grant to fund a tutorial program.				\$0.00
34	G3.B2.S1.A2	Student data will be collected to target the lowest performing students.				\$0.00
35	G3.B2.S1.A3	Students will be grouped and instructed based on deficiency needs.				\$0.00
					Total:	\$9,000.00