

The School District of Palm Beach County

Eagles Landing Middle School



2021-22 Schoolwide Improvement Plan

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Eagles Landing Middle School

19500 CORAL RIDGE DR, Boca Raton, FL 33498

<https://elms.palmbeachschools.org>

Demographics

Principal: Dominick Rizzatti

Start Date for this Principal: 11/6/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Native American Students Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (70%) 2016-17: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Eagles Landing Middle School

19500 CORAL RIDGE DR, Boca Raton, FL 33498

<https://elms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

ELMS is committed to providing an optimal student experience which includes a student-driven, collaborative, technology-based curriculum to ensure excellence and equity among students.

Provide the school's vision statement.

ELMS envisions a cutting-edge atmosphere where diverse students reach their academic potential to become life-long learners in the digital world.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Mandravellos, Kristi	Assistant Principal	Provide effective communication between staff, students, parents and the community to deliver and represent school-wide initiatives and expectations. Supports the staff with RIT and MTSS skills and strategies to support the SIP. Monitors progress using data collection.
Hernandez, Marisol	Teacher, K-12	ESOL Coordinator who assists with implementing MTSS and the SIP. Monitors progress and collects and analyzes data to provide assistance to ELL students and the staff who is responsible for teaching the ELL students. Acts as a liason between students, teachers and parents to ensure that the ELL interventions and support are being implemented.
Peccia, Joseph	Principal	Provide effective communication between staff, students, parents and the community to deliver and represent school-wide initiatives and expectations. Established a framework that supports academic success through MTSS and the SIP. Maintains a single and positive school culture that assists in supporting SBT and RTI. Monitors progress using data collection.
Macintyre, Lori	Teacher, ESE	ESE/ASD Department Head. Develops and leads department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP.
Gremaux, Kendra	Teacher, K-12	Language Arts Department Head. Develops and leads department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP.
Berger, Ali	Teacher, K-12	Math Department Head. Develops and leads department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP.
Redinger, Jean	School Counselor	6th Grade Guidance Counselor. Communicates with parents regularly regarding school based RTI interventions and addresses the implementation of RTI and MTSS. Acts as a liason for the students and parents with the teachers. Ensures documentation is collected.
Johnson, Lisa	Teacher, K-12	CTE Department Head. Develops and leads department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP.

Name	Position Title	Job Duties and Responsibilities
Morales, Pedro	Teacher, K-12	8th Grade Social Studies PLC Leader. Develops and leads PLC meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP.
Glancz, Sabrina	Teacher, K-12	6th Grade Math PLC Leader, and PBIS Chairperson. Develops and leads PLCs. Provides teacher support which includes instructional coaching, mentorship, and modeling. Leads all PBIS meetings and maintains records of all PBIS meetings. Keeps PBIS members informed of information that pertains to the SIP. Provides resources for positive behavior support, mentoring, and providing a single school culture across the school campus.
D'Annunzio, Thomas	Assistant Principal	Provide effective communication between staff, students, parents and the community to deliver and represent school-wide initiatives and expectations. Supports the staff with RIT and MTSS skills and strategies to support the SIP. Monitors progress using data collection.
Powell, Lisa	Teacher, ESE	ESE Coordinator who assists with implementing MTSS and the SIP. Monitors progress and collects and analyzes data to provide assistance to ESE students and the staff who is responsible for teaching the ESE students. Acts as a liason between students, teachers and parents to ensure that the ESE interventions and support are being implemented.
Mercurio, Kim	Teacher, K-12	6th Grade Science PLC Leader. Develops and leads PLC meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP.
Drew, Shari	Teacher, K-12	Math Department Head and 7th Grade Math PLC Leader. Develops and leads PLC and department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP.
Gottlieb, Elizabeth	Teacher, K-12	6th Grade Language Arts PLC Leader. Develops and leads PLC meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP.
Cuomo, Jacqueline	Teacher, K-12	ESE Support Facilitator who assists with implementing MTSS and the SIP. Monitors progress and collects and analyzes data to provide assistance to ESE students and the staff who is responsible for teaching the ESE students. Acts as a liason between students, teachers and parents to ensure that the ESE interventions and support are being implemented.

Name	Position Title	Job Duties and Responsibilities
Ladd, Amanda	Teacher, K-12	Social Studies Department Head. Develops and leads department meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP.
Fernandez, Diana	Assistant Principal	Provide effective communication between staff, students, parents and the community to deliver and represent school-wide initiatives and expectations. Supports the staff with RIT and MTSS skills and strategies to support the SIP. Monitors progress using data collection.
Sheppard, Adam	Teacher, K-12	7th Grade Science PLC Leader. Develops and leads PLC meetings. Provides teacher support which includes instructional coaching, mentorship, and modeling. Assists with data collection and analyzing data to track student progress as it pertains to the SIP.
Dawson, Drew	Teacher, K-12	7th Grade Math Teacher, SAC Chairperson, and VIPS Coordinator. Assists with data collection and analyzing data to track student progress as it pertains to the SIP. Leads all SAC meetings and maintains records of all SAC meetings. Keeps SAC members informed of information that pertains to the SIP and the community.

Demographic Information

Principal start date

Monday 11/6/2017, Dominick Rizzatti

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

107

Total number of students enrolled at the school

1,543

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	456	537	522	0	0	0	0	1515
Attendance below 90 percent	0	0	0	0	0	0	19	19	29	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	35	47	41	0	0	0	0	123
Course failure in ELA	0	0	0	0	0	0	38	93	62	0	0	0	0	193
Course failure in Math	0	0	0	0	0	0	26	42	69	0	0	0	0	137
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	44	73	49	0	0	0	0	166
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	44	74	39	0	0	0	0	157
Number of students with a substantial reading deficiency	0	0	0	0	0	0	59	122	88	0	0	0	0	269
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	140	239	193	0	0	0	0	572
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	187	207	126	0	0	0	0	520

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	52	80	48	0	0	0	0	180

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	17	11	30	0	0	0	0	58
Students retained two or more times	0	0	0	0	0	0	0	3	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - As Reported**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	
Number of students enrolled	0	0	0	0	0	0	475	546	528	0	0	0	0	1549
Attendance below 90 percent	0	0	0	0	0	0	44	13	14	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	9	19	37	0	0	0	0	65
Course failure in ELA	0	0	0	0	0	0	2	61	71	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	3	42	59	0	0	0	0	104
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	29	45	36	0	0	0	0	110
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	34	51	36	0	0	0	0	121
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	159	165	145	0	0	0	0	469
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	0	0	142	137	121	0	0	0	0	400

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	59	54	70	0	0	0	0	183

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	4	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	2	2	0	0	0	0	0	4

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	475	546	528	0	0	0	0	1549
Attendance below 90 percent	0	0	0	0	0	0	44	13	14	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	9	19	37	0	0	0	0	65
Course failure in ELA	0	0	0	0	0	0	2	61	71	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	3	42	59	0	0	0	0	104
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	29	45	36	0	0	0	0	110
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	34	51	36	0	0	0	0	121
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	159	165	145	0	0	0	0	469
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	0	0	142	137	121	0	0	0	0	400

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	59	54	70	0	0	0	0	183

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	3	4	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	2	2	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				75%	58%	54%	76%	56%	53%
ELA Learning Gains				63%	56%	54%	67%	57%	54%
ELA Lowest 25th Percentile				54%	49%	47%	68%	49%	47%
Math Achievement				80%	62%	58%	78%	61%	58%
Math Learning Gains				75%	60%	57%	74%	61%	57%
Math Lowest 25th Percentile				64%	53%	51%	59%	54%	51%
Science Achievement				70%	52%	51%	68%	55%	52%
Social Studies Achievement				82%	75%	72%	87%	75%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	72%	58%	14%	54%	18%
Cohort Comparison						
07	2021					
	2019	69%	53%	16%	52%	17%
Cohort Comparison		-72%				
08	2021					
	2019	73%	58%	15%	56%	17%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	75%	60%	15%	55%	20%
Cohort Comparison						
07	2021					
	2019	48%	35%	13%	54%	-6%
Cohort Comparison		-75%				
08	2021					
	2019	83%	64%	19%	46%	37%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	67%	51%	16%	48%	19%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	72%	8%	71%	9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	64%	36%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

In grades 6-8 we will use USAs in the Fall, Winter, and in the Spring.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	76.7	76.4	70.8
	Economically Disadvantaged	65.8	64.7	58.5
	Students With Disabilities	52.1	44.2	38.6
	English Language Learners	28.5	35	17.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	72	63.8	69.1
	Economically Disadvantaged	50	53.1	58
	Students With Disabilities	38.5	34	53.7
	English Language Learners	31.6	26.8	25

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68.1	63.4	65.7
	Economically Disadvantaged	60.9	56.4	58.3
	Students With Disabilities	47.9	37.8	38.6
	English Language Learners	52.8	30.2	32.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.3	54.2	46
	Economically Disadvantaged	41.1	46.5	38.2
	Students With Disabilities	23.8	27.2	15.9
	English Language Learners	32.7	32.2	20
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	65.2	55.3	61.8
	Economically Disadvantaged	58.8	43.2	49.1
	Students With Disabilities	39.5	26.7	36
	English Language Learners	29.4	24.6	28.6

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72.5	74.9	78.3
	Economically Disadvantaged	61.6	62.8	68
	Students With Disabilities	39.1	44.9	43.1
	English Language Learners	39.7	30.2	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	46.7	56
	Economically Disadvantaged	33.1	36.5	40.2
	Students With Disabilities	24.2	15.2	25
	English Language Learners	16.3	15.5	19.7
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	69.4	87.8	90.2
	Economically Disadvantaged	67.2	84.6	85.3
	Students With Disabilities	65.1	68.8	78.4
	English Language Learners	49.2	65	62.9

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	39	40	31	37	32	21	34	52	66		
ELL	49	55	51	44	45	42	46	59	75		
ASN	82	65	50	86	55		83	81	94		
BLK	62	51	32	43	39	20	55	67	77		
HSP	65	57	51	64	52	43	53	70	78		
MUL	82	74		82	68		91	88	94		
WHT	71	56	38	71	55	34	67	82	86		
FRL	58	52	42	54	44	35	53	64	73		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	40	49	37	47	54	38	38	53	39		
ELL	57	64	61	69	70	69	48	58	43		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
AMI	50	50		64	79						
ASN	75	60	42	84	81	69	71	89	72		
BLK	55	52	50	66	67	68	44	76	59		
HSP	71	65	61	77	74	65	66	77	65		
MUL	79	60		82	68						
WHT	81	65	49	84	76	60	75	88	74		
FRL	64	58	53	71	69	62	61	73	53		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	51	46	40	52	42	40	63	5		
ELL	50	66	71	59	67	63	39	71	24		
AMI	54	71		46	77						
ASN	83	70	62	85	79	50	81	96	82		
BLK	62	63	63	68	63	47	62	82	30		
HSP	73	68	69	71	72	62	61	84	43		
MUL	75	71		88	88						
WHT	80	67	68	83	76	58	71	87	63		
FRL	68	65	65	68	69	58	62	80	36		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	625
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	83
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There has been an overall decrease in proficiency levels for our lowest 25% subgroup in ELA. From FY 18 to FY 19, we saw a drop in proficiency from 68% to 54% for this subgroup. The overall school proficiency levels dropped for each grade level from FY19 to FY21 which suggests that this is a trend and needs to be addressed.

Additionally, the proficiency levels for our 6th, 7th, and 8th grade students in math dropped 23.8%, 12.8%, and 13.9% respectively from FY 19 to FY 21. This is not a trend because from FY18 to FY19 our school increased its overall math proficiency levels from 78% to 80%. And our lowest 25% in math saw a jump from 59% to 64% during that time.

Subgroup Analysis:

Our Students with Disabilities that fall into the L25% category, have demonstrated a decrease in learning gains from FY18 to FY 19 in both ELA and Math. In ELA, the learning gains decreased by 9%, while, in math, the learning gains decreased by 4% in that time frame.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our L25% in both Math and ELA have demonstrated the biggest need for improvement. ELA has shown decrease in learning gains and proficiency levels in each of the last 3 years in which a state exam has been administered. While math, although it does not look like a trend, demonstrated huge decreases in student achievement from FY19 to FY21.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The biggest contributing factor to this need for improvement was the challenge schools/teachers faced with the implementation of a distance learning option. Many students were dealing with home issues that were preventing them from engaging in the class instruction, and in some cases, students were absent from classes at rates far higher than the standard year.

To make improvements in these areas, the school will need to implement remediation practices to ensure standards from this past year are not lost on our students. Formative assessments will need to be monitored to ensure this year's standards are being achieved.

Some of these strategies will include the use of:

- 1.) Math IXL
- 2.) ReadingPlus

- 3.) Data chats with students, teachers and administrators (PLCs)
- 4.) Small Group Remediation
- 5.) PMPs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In a year where the pandemic had such a profound impact on student achievement data, it is difficult to find any improvements from FY19 to FY21. However, our Asian students saw an increase of 2% on their proficiency levels from FY19 to FY21 in math.

Additionally, our Black and Asian students saw an increase of 4.5% and 8.7%, respectively, in ELA from FY19 to FY21.

What were the contributing factors to this improvement? What new actions did your school take in this area?

To combat the issues that teachers and students were going to have with distance/blended learning, the school utilized online programs for both math and reading. ReadingPlus, and Math IXL played a major role in the improvements in these two areas.

In addition to the use of these programs, staff members participated in PLCs throughout the year to discuss data from progress monitoring tools such as: FSQs, USAs, and Common Assessments. During these PLCs, standards-based lessons were created based on the results from these Data Chats.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, the staff will be focusing on blending instruction this year to include remediation as well as covering the standards to be targeted this year. This will be achieved through the use of Math IXL, and ReadingPlus, as well as implementation of warm-ups. These warm-ups will cover material ranging from last year to anything that has been taught this year.

Additionally, the use of google classroom will remain a staple for the school as we look to build on the progress that we have seen with this. The use of smartboards will also be something teachers implement to ensure instruction is being differentiated.

Finally, our staff will conduct monthly PLCs to analyze the data. This data will be used to drive instruction as the year progresses. During these PLCs, common assessments will be created/ planned, and standards based lessons will be implemented.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The teachers will participate in trainings throughout the year on how to better use the smart boards. These trainings are specific to each subject area to ensure that the staff members get tangible examples of how this technology can be used in the classrooms.

Additionally, teachers will participate in action research during PLCs as they analyze data, share best practices, and plan common assessments/standards based lessons. Administration will attend PLCs to oversee/contribute to the data chats.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Eagles Landing Middle School has built a cultural norm that teachers offer additional help at least once per week for students needing assistance beyond the instructional time they are offered. Math IXL has been purchased to ensure all students have access to this excellent resource that can be tailored to each students individual need.

Furthermore, Eagles Landing Middle School will continue to use data to drive instruction, which will be accomplished through the practice of PLCs. With the help of administration, progress will be monitored monthly to ensure students are making strides to achieve the school's plan for improvement. Adjustments to instruction will be made according to the data gathered through these monitoring tools.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	<p>During the past year, Eagles Landing Middle School has seen drastic decreases in student achievement from FY19 to FY21 in both ELA and Math. ELA saw an average of a 5.63% decrease in proficiency level across all grade levels. Math saw an even bigger decrease as it saw an average of a 16.83% decrease in proficiency level across all grades.</p> <p>Furthermore, Eagles Landing's Students With Disabilities subgroup is coming dangerously close to a federal index score of 40% This would make Eagles Landing an TS&I school. The majority of these students fall within the lowest 25% subgroup as well so by targeting these areas, the school will be satisfying both needs.</p>
Measurable Outcome:	<p>Our measurable goals for FY20 will be to have a 5% increase in our lowest 25th percentile students in ELA. This would be an increase from 54% to 59% in ELA.</p> <p>Our measurable goals for FY20 will be to have a 5% increase in our learning gains for students in ELA. This would be an increase from 63% to 68% in ELA.</p>
Monitoring:	<p>This area of focus will be monitored through the practice of PLCs. During PLCs, data will be analyzed from assessments such as FSQs, USAs, Common Assessments, and finally the FSA. During these PLCs, plans will be created according to the data to ensure a successful outcome to the school's goal.</p>
Person responsible for monitoring outcome:	<p>Joseph Peccia (joe.peccia.jr@palmbeachschools.org)</p>
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Teachers will be provided with support and guidance during PLCs that will focus on standards and data analysis to monitor student progress and standards mastery. (Joe Peccia) 2. ESE and ELL teachers will provide academic support in the classroom to ensure that differentiated and small group instruction is used. (Kristi Mandravellos) 3. Students will be remediated and enriched through digital learning opportunities within the program Reading Plus to build content and literacy knowledge amongst our ELA students. (Diana Fernandez) 4. Students will be remediated and enriched through digital learning opportunities within the program Math IXL to build content and literacy knowledge amongst our Math students. (Thomas D'Annunzio)
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. PLCs are effective because it helps promote continuity and keeps teachers accountable for their classroom based instruction. Rigorous and relevant tasks that adhere to state standards will ensure student success and progress towards achieving standards mastery. Standards based teaching will hold teachers and students accountable for demonstrating progress and proficiency. 2. Differentiated and small group instruction is effective because it addresses the needs of all students and increases students success and proficiency. A student-driven approach to learning provides a learning experience that addresses the distinct learning needs of individual students. 3. Reading Plus is an adaptive literacy intervention that develops the fluency, comprehension, and motivation students need to be successful readers. The lessons are designed to meet the needs of all students. 4. Math IXL is an adaptive mathematics intervention that develops the problem solving skills necessary to achieve the state standards.

Action Steps to Implement

1. Professional Learning Communities:

- a- Students will be immersed in tasks that are rigorous and relevant through lessons that address the state standards and Florida Standards Assessments.
 - b- Teachers will meet on a consistent rotation during professional learning communities to review lessons and standards as well as to analyze and interpret data. PLC team leaders will document the PLC information into a Google Document.
 - c- Student-driven approach to learning and higher order Depth of Knowledge stems will be incorporated into lessons.
 - d- Teachers will discuss strategies and discuss data. Teachers will utilize standards as well as the resources given in Blender to discuss best practices and standards-based instruction. Administration will attend PLCs and PLC team leaders will document PLC agendas in a Google Document.
 - e- Administration will provide feedback through data analysis, walkthroughs and observations.
- (D'Annunzio, Mandravellos, Fernandez)

Person Responsible Joseph Peccia (joe.peccia.jr@palmbeachschools.org)

2. Small group differentiated instruction

- a- ESE, ELL and classroom based teachers will provide differentiated and small group instruction to students. Teachers will provide differentiated instruction by designing lessons that meet the needs of all students, assessing students using formative and summative assessments, and continuously modifying and reflecting on instruction to provide the best instruction possible.
- b- Accountable talk will be incorporated into lessons and students will explain their thinking and writing in small groups or pairs.
- c- Data will be reviewed and tracked (FSQ & USA) & will share with students to identify areas of strengths and weaknesses to promote growth.
- d- Teachers will provide feedback to students on PBPA's and the Winter Diagnostic to ensure growth.
- e- Monitoring will occur through data analysis, walkthroughs and observations. (Mandravellos, Fernandez, D'Annunzio)

Person Responsible Joseph Peccia (joe.peccia.jr@palmbeachschools.org)

3. Adaptive Technology- Reading Plus & Math IXL

- a- Teachers will receive ongoing PD and support on how to use these programs effectively.
- b- Teachers will review data to develop small group differentiated instruction.
- c- Teachers will develop rotations utilizing technology to remediate & enrich learning.
- d- Students are expected to incorporate technology at home.
- e- Monitoring occurs through data analysis & student progress. (Mandravellos, Fernandez, D'Annunzio)

Person Responsible Joseph Peccia (joe.peccia.jr@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Eagles Landing Ranked very low in their School Incident Ranking as it ranked 52nd out of 553. This ranked Eagles Landing 3rd out of 36 middle/junior schools in the county. Eagles Landing's Violent Incidents ranked very low as it had only 6 violent incidents which were for Sexual Harassment, Bullying, and Sex Offenses. Eagles Landing's Property Incidents ranked very low as it had 0 property incidents. And Eagles Landing's Drug/Public Order Incidents ranked low as it had 8 such incidents. Eagles Landing ranked low in terms of reported suspensions as it had 127 total suspensions. The in-school suspensions rose from 15 to 39 from '18 to '19 - an increase of 160%. However, the out-of-schools suspensions decreased from 127 to 88 from '18 to '19 - a decrease of 30.1%.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students, student will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 which will continue to develop a Single School Culture of excellence in behavior, academics, and school climate with an appreciation of multicultural diversity in alignment with the School Board Policy 2.09 displaying a focus on the -

History of the Holocaust

History of African Americans/African People

Study of Hispanic contributions

Study of Women's contributions

Veterans/Memorial Day and the value of Medal of Honor recipients

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Eagles Landing continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Resources-

2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages.

Caring staff will listen to each individual's situation to provide information on available social

services, community services and resources that include food assistance, medical clinics,

foreclosure prevention, parenting information, developmental concerns (Help Me Grow) & special

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At ELMS we pride ourselves in developing a school community that honors, respects and involves all stakeholders. We have a very involved PTSA who helps sponsor all events & initiatives. We have a very large volunteer group who help in and outside of the classrooms. This parent/community participation supports our students emotional/social growth and helps develop their self esteem towards their future success.

At ELMS we offer many clubs as well. We offer Battle of the Books, Chess, Civics Club, Debate Team, Girls on the Go, Green Garden Club, Jazz Band, Jr. Thespians, Kindness Matters, Language Arts and Math Academic Games, Math Counts, Multicultural Club, National Junior Honor Society, No Place for Hate, Peers and Partners, Science Fair, Social Studies Academic Games, Special Olympics, Student Government, and SWAT.

At ELMS we offer the following Choice Programs - Pre-Culinary Arts, Pre-Engineering (Gateway to Technology), and Pre-Information Technology. Pre-Culinary Arts is a preparatory program designed to encourage and prepare students for entry into high school culinary arts career academies or related fields of study as well as provides consumer level skills and the exploration of the culinary field and related occupations. Pre-Engineering (Gateway to Technology) is a cutting-edge program that addresses the interest and energy of middle school students, while incorporating national standards in math, science and technology. Pre-Information Technology is a program that offers an innovative, integrated learning environment focused on computers, technology and communications.

The clubs and the Choice programs supports the development of the characteristics necessary for college & career readiness.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration: Promotes collaboration among staff members, with proper focus and leadership. Through participation in PLCs, they also create a positive environment in which teachers can share best practices that are responsive to student needs. They provide support and assistance for teachers as needed.

School Counselors: Supports a positive culture and environment through personal interaction with students. The counselors help students through personal/emotional matters through one-on-one meetings. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome,

and included.

School Behavioral Health Professional (SBHP): Supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Safe School Ambassadors: Builds community among students with the goal of creating a safer school environment. Students receive training on how to handle situations that may arise during their time at ELMS. They meet monthly with a trusted staff member who reviews processes and strategies for defusing/handling situations that may arise. These students discuss how they have been able to use the skills to offer support in a specific situation and they collaborate on ways this could be handled better in the future.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels

including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

, SAC, 1003.42 Policy 2.09

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3361	510-Supplies	2461 - Eagles Landing Middle School	General Fund	1542.0	\$1,500.00
			<i>Notes: Supplies will be purchased for recognition of student success. This includes but is not limited to, Honor Roll Supplies, Incentives, and Refreshments.</i>			
	6000	690-Computer Software	2461 - Eagles Landing Middle School	General Fund	1542.0	\$5,000.00
			<i>Notes: Funds will be used to help purchase IXL subscriptions for all students at the school. IXL will be used help with supplemental remediation for students as it pertains to the Math Standards.</i>			
Total:						\$8,000.00