Emerald Cove Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Emerald Cove Middle School

9950 STRIBLING WAY, Wellington, FL 33414

https://ecms.palmbeachschools.org

Demographics

Principal: Eugina Feaman

Start Date for this Principal: 7/1/2014

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	60%
2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (69%) 2018-19: A (65%) 2017-18: A (67%)
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	N/A
* 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.](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.

Table of Contents

Emerald Cove Middle School

9950 STRIBLING WAY, Wellington, FL 33414

https://ecms.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	60%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

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.

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.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Smith Feaman, Eugina	Principal	• Instructional Leader • Oversees ELA Department • 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
King, Marellius	Assistant Principal	• Instructional Leader • Oversees Social Studies Department • 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
Wheeler, Jason	Assistant Principal	• Instructional Leader • Oversees Science Department • 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
Morphesis, April	Assistant Principal	• Instructional Leader • Oversees Science Department • Attends leadership meetings Responsibilities

Name	Position Title	Job Duties and Responsibilities
		• 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
Leatherman, Janell	School Counselor	Attend leadership meeting • Attends Leadership Meetings • 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
Accorto, Michael	Teacher, K-12	• Math Department Chair and Aftercare Director • As teacher-offers interventions to student identified as deficient in a benchmark • Supports teachers in department
Dorish, Staci	Teacher, K-12	• 7th grade- grade level liaison • AVID Coordinator • As teacher-offers interventions to student identified as deficient in a benchmark. • Supports teachers in department • Helps provide Professional Development to staff in AVID Strategies
Rose, Casey	Teacher, ESE	• 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

Name	Position Title	Job Duties and Responsibilities
		safeguards • Provides consultation to the team regarding interventions and supports available for students struggling academically and behaviorally from area of expertise
Maxwell, William	Instructional Technology	• Attends leadership meetings • Provides input related to students, school technology and resources available to assist students who may be having difficulty • Provides input related to students, school technology and resources available to assist students who may be having difficulty • Provides PD and technology assistance to teachers and staff
Welz, Lisa	Teacher, K-12	• Language Arts/Reading Department Chair • As teacher-offers interventions to student identified as deficient in a standard • Supports teachers in department
Horvath, James	Teacher, K-12	• Science Department Chair • As teacher-offers interventions to student identified as deficient in a standard • Supports teachers in department
Blanton, Ryan	Teacher, ESE	• Crisis Intervention Teacher • Attends leadership meetings • As teacher-offers behavioral interventions to students • Supports ESE teachers in department • 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
Rivera, Leysha	Teacher, K-12	• ESOL Coordinator-As teacher-offers interventions to student identified as deficient in a benchmark. • Attends leadership meetings • Testing Coordinator • Supports content area teachers with ELL students • Helps provide PD in ELL strategies. • As teacher-offers interventions to student identified as deficient in a benchmark. • Supports teachers in department
Shuhaiber, Salam	Teacher, Career/ Technical	• Pre-IT Choice Coordinator • SAC Chairperson

Name	Position Title	Job Duties and Responsibilities
Orsenigo, Cynthia	School Counselor	• 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 Job Duties and Responsibilities 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 or 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

Demographic Information

Principal start date
Tuesday 7/1/2014, Eugina Feaman

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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.*
30

Total number of teacher positions allocated to the school
78

Total number of students enrolled at the school
1,243

Identify the number of instructional staff who left the school during the 2021-22 school year.
12

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	393	404	446	0	0	0	0	1243
Attendance below 90 percent	0	0	0	0	0	0	68	40	59	0	0	0	0	167
One or more suspensions	0	0	0	0	0	0	6	40	64	0	0	0	0	110
Course failure in ELA	0	0	0	0	0	0	5	57	63	0	0	0	0	125
Course failure in Math	0	0	0	0	0	0	28	58	64	0	0	0	0	150
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	32	52	72	0	0	0	0	156
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	58	54	82	0	0	0	0	194
Number of students with a substantial reading deficiency	0	0	0	0	0	0	30	41	65	0	0	0	0	136

Using the table above, complete the table below with the number of students by current grade level who have 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	48	44	71	0	0	0	0	163

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/31/2022

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	387	430	429	0	0	0	0	1246
Attendance below 90 percent	0	0	0	0	0	0	30	6	4	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	4	6	8	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	3	16	50	0	0	0	0	69
Course failure in Math	0	0	0	0	0	0	3	29	38	0	0	0	0	70
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	31	27	48	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	41	25	35	0	0	0	0	101
Number of students with a substantial reading deficiency	0	0	0	0	0	0	44	46	52	0	0	0	0	142
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	95	127	144	0	0	0	0	366
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	122	147	134	0	0	0	0	403

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	61	28	40	0	0	0	0	129

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	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	387	430	429	0	0	0	0	1246
Attendance below 90 percent	0	0	0	0	0	0	30	6	4	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	4	6	8	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	3	16	50	0	0	0	0	69
Course failure in Math	0	0	0	0	0	0	3	29	38	0	0	0	0	70
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	31	27	48	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	41	25	35	0	0	0	0	101
Number of students with a substantial reading deficiency	0	0	0	0	0	0	44	46	52	0	0	0	0	142
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	95	127	144	0	0	0	0	366
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	122	147	134	0	0	0	0	403

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	61	28	40	0	0	0	0	129

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	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	53%	50%				68%	58%	54%
ELA Learning Gains	59%						59%	56%	54%
ELA Lowest 25th Percentile	43%						44%	49%	47%
Math Achievement	73%	35%	36%				74%	62%	58%
Math Learning Gains	72%						64%	60%	57%
Math Lowest 25th Percentile	69%						59%	53%	51%
Science Achievement	69%	56%	53%				64%	52%	51%
Social Studies Achievement	86%	64%	58%				86%	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	2022					
	2019	69%	58%	11%	54%	15%
Cohort Comparison						
07	2022					
	2019	68%	53%	15%	52%	16%
Cohort Comparison		-69%				
08	2022					
	2019	64%	58%	6%	56%	8%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	77%	60%	17%	55%	22%
Cohort Comparison						
07	2022					
	2019	42%	35%	7%	54%	-12%
Cohort Comparison		-77%				
08	2022					
	2019	72%	64%	8%	46%	26%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	63%	51%	12%	48%	15%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	72%	13%	71%	14%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	64%	35%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	39	33	38	56	52	29	54	73		
ELL	48	66	66	60	68	65	39	81	83		
ASN	84	67	38	89	79	79	74	90	93		
BLK	55	51	36	57	66	61	61	78	81		
HSP	62	56	41	70	69	65	65	84	88		
MUL	70	62		82	74		81	79	94		
WHT	70	64	51	79	78	78	73	92	88		
FRL	57	54	44	63	67	66	62	79	84		
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	29	37	24	30	27	20	37	52	38		
ELL	45	39	26	47	34	18	44	64	53		

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
ASN	84	77	64	82	56	25	85	81	89		
BLK	53	45	31	44	31	13	55	74	61		
HSP	60	50	26	59	38	22	63	70	67		
MUL	63	48	40	63	40	50	67	85	57		
WHT	69	55	26	69	40	23	73	79	78		
FRL	54	47	29	50	31	17	54	68	62		
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	37	44	35	46	54	44	36	65	36		
ELL	47	53	54	60	58	52	40	85	46		
ASN	83	73	50	89	73	67	75	93	78		
BLK	60	53	43	61	59	55	54	77	64		
HSP	64	62	44	72	65	59	57	86	70		
MUL	71	65		71	38		62	80	92		
WHT	71	58	45	79	66	61	70	90	70		
FRL	60	53	38	67	60	55	55	83	59		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
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	29
Total Points Earned for the Federal Index	654
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FY22 ELA Winter diagnostic = 67% FY22- ELA FSA = 66%

FY22 Math Winter diagnostic = 44% FY22- Math FSA = 73 %

FY22 Civics Winter diagnostic = 82% FY22- Civics EOC = 86 %

FY22 Science Winter diagnostic = 59% FY22- Science FSA = 69%

Student proficiency levels on the Spring FSA in Math, Civics and Science were higher than the proficiency levels during the winter diagnostics. Student ELA proficiency level decreased by 1% from the ELA proficiency levels but were still higher by 14% when compared to other middle schools in Palm Beach County.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When looking at the FY21 FSA data as compared to FY22 FSA data, all subject areas increased by more than 2% as well as student gains and our lowest 25% students.

Based on this data trends, our focus will be to continue to increase learning gains and achievement in both reading and math, to improve engagement of students, and to increase attendance. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey. We will focus on literacy,
math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners.

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

We also had a significant increase in social-emotional behavioral issues with students. During the end of FY20
and during FY21, we had a large percentage of our students learning virtually. We are addressing through School-wide positive behavior supports, their transition, their adjustments to the routines, and their focus in class as we returned to brick and mortar.

During FY20 and FY21, more than two-thirds of our students were virtual learners. Many of our teachers and an administrator were also severely affected by the pandemic, many were quarantined

which caused interruptions in instruction and support services. Virtual PLCs were established. We introduced our new instructional platforms; Peardeck, Smart Suite, engagement platforms, Google Classroom, and provided personal devices to each student to ensure all students equal opportunity to learn and be supported.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

While looking at the FY22 FSA data as compared to the FY21 FSA data, Social Studies achievement showed the most improvement from 75% proficient in FY21 to 86% in FY22. Social Studies teachers used
digital journals, AVID strategies and continued to focus on the standards to remediate, teach, and enrich social studies standards standards.

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

Social Studies teachers used digital science journals, AVID strategies and continued to focus on the standards to remediate, teach, and enrich science standards. In addition, science teachers used the district developed scope
and sequence as well as IXL for science practice.

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

The highest priorities for school-wide improvement in the upcoming school year include: Course failures in ELA and Math, the number of level 1 students in ELA and Math, and student attendance. During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, and incorporate research based strategies included but not limited to AVID/WICOR Strategies and differentiated learning. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers and reviewing student data, we are able to increase student achievement as well as close the achievement gap.

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.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards based
instructional practices to accelerate student learning in ELA, Mathematics, Social Studies and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule.
Teachers will also receive training on AVID/WICOR strategy implementation as well as engagement techniques through the effective use of technology (including Smartboards).

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

Our primary focus will continue to be implementing standards-based instruction and differentiating instruction by providing scaffolding strategies within lessons. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not performing

at grade level. Funding has been set aside to provide extended learning opportunities. Before and afterschool
tutorials and critical thinking classes will be implemented. Teachers collaborate through PLCs to ensure the academic success of our students. As instruction is implemented, it is key that the teacher ensures maximum student engagement. Our goal is to ensure the following:
WICOR Strategy use across All Content Areas: Effective skills enable student to analyze and think about content leading to a better understanding of concepts. During common planning and PLCs, teachers will plan implementation of these strategies as they plan standards-based instruction in all content areas.
Increase in Student Engagement and Attendance: Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies. Professional development is planned to assist teachers in the implementation of engagement strategies. Ongoing implementation of engagement strategies will be used in staff meetings and PLC meetings to model and demonstrate their effectiveness when meeting with teachers and staff.. Incentives for attendance will also be given and student attendance will be monitored by school counselors and grade level administrators.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	If we focus on aligning curriculum and standards-based instruction with well developed research based instructional practices to increase learning gains in school-wide ELA and Math, then we will increase student achievement in ELA and Math, and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic by ensuring:all students engage in teaching and learning that results in academic excellence and growth. As our data shows we have diverse learners on multiple levels. The goal of differentiated instruction strategies is to ensure that all students are engaged in the learning process by providing tasks that match each individual's needs.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student Learning Outcomes: By FY23, we will increase the overall percentage of students proficient in ELA with an increase by 4 points and math with a increase by 2 points in both areas- increase of ELA to 70% proficient and Math to 75% proficient. Teacher Practice Outcomes: By February of 2023, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard. Coaching Outcomes: Our leadership team will observe teachers to determine their knowledge and implementation of the Gradual Release Model. We will then tier the support that will be provided with Tier 1 meaning least experiences to Tier 3 proficient.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Emerald Cove Middle we strategically plan for a variety of monitoring techniques: Review of Google Classrooms and Lesson Plans, Data Analysis, and Classroom walks. We also monitor Student attendance, hold Data Chats with teachers and students, conduct Formal Observations, and have Professional Learning Communities. The monitoring will be supported by key members of the leadership team: Assistant Principals support content and grade levels School Counselors help review attendance concerns Department Chairs and grade level liaisons help monitor PLCs
Person responsible for monitoring outcome:	Jason Wheeler (jason.wheeler@palmbeachschools.org)
Evidence-based Strategy:	1. Teachers will integrate AVID strategies such as WICOR strategies and the school wide binder into their daily lesson plans.

Describe the evidence-based strategy being implemented for this Area of Focus.	2. Students will be remediated and enriched through the use of adaptive technology such as Reading Plus and Math iXL. 3. Professional Learning Community teams will meet to collaborate best practices and focus on standards based planning using data to drive instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Adaptive technology programs are researched based programs that increase student achievement. Reading plus offers individualized scaffolded silent reading practice to help all students master grade-level content. IXL uses insights from student work in the curriculum and the real-time Diagnostic to generate personalized guidance for each learner. The personalized lesson help students build on their knowledge and remediate gaps in understanding. 2. AVID-Advancement Via Individual Determination, is a college and career readiness program designed to help students develop the skills they need to be successful in high school and beyond. AVID strategies can provide multiple learning paths for students to meet students unique learning needs. 3. PLCs collectively develop clear, student-centered objectives for student learning using data to guide instructional focus. PLCs allow educators opportunities to directly improve teaching and learning. When PLC's are done with fidelity, they can significantly improve student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Adaptive Technology (IXL, Reading Plus)
a. Teachers that are new to using the programs will attend a professional development session.
b. Students will take a pre-test in the adaptive technology programs. This will determine their beginning level.
c. Teachers will model with students how to use each program.
d. Ongoing assessments will be give to monitor for growth.
e. Data will be used during PLC meetings to guide further instruction.
f. Effectiveness of adaptive technology will be monitored through data analysis.

Person Responsible   Jason Wheeler (jason.wheeler@palmbeachschools.org)

2. AVID strategies
a. Professional development implemented for AVID strategies.
b. The AVID team will meet once a month to plan for reinforcement of AVID strategies in departments.
c. PLC teams will meet often to plan AVID strategies that will help to differentiate instruction of standards.
d. The AVID coordinator and the AVID team will regularly offer guidance with AVID strategies.
e. Effectiveness of AVID strategies will be monitored through data analysis, lesson plans, walk throughs, and virtual classroom pop ins.

Person Responsible   Staci Dorish (staci.dorish@palmbeachschools.org)

3. PLC's
a. Establish PLC leaders for each grade/department.
b. PLC leaders will establish a meeting calendar and share with their subject area administrator.
c. PLC leaders will receive PD on effective standards based planning using data such as USA's, FSQ's, Diagnostic, and FSA data. PD will also include training on being an effective leader.
d. School leadership will assist PLC leaders collect and analyze data.

e. School leadership will monitor the effectiveness through data analysis, agendas, lesson plans and by attending PLC sessions.

Person Responsible April Morphesis (april.morphesis@palmbeachschools.org)

4. Tutorials:
a. Analyze student data to determine students for tutorial groups and the support necessary.
b. Choose research-based supplemental materials and resources to during tutorials.
c. Analyze teacher classroom data to determine who will be tutors.
d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY22 FSA/EOCs and FAST PM1 and PM2
f. Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks.

Person Responsible Leysha Rivera (leysha.rivera@palmbeachschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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 have anti-bullying programs and procedures, structured lessons, and implementation of SwPBS programs. Violence prevention programs will be integrated through our school guidance department to include peer mediation, peer counseling, and teen leadership classes. In addition, ECMS has three school counselors, a Behavioral Health Professional, and a Co-located therapist- all who provide emotional and mental heal assistance through the form of individual and group meetings.

Each Monday during the extended period, teachers teach Social and Emotional (SEL) lessons to students that focus on various topics. Students have the opportunity to be recognized for their positive behavior

through CREED call outs where teachers acknowledge their adherence to the rules and procedures.

ECMS was named a PBIS School of Resilience for School-wide Positive Behavior Support Implementation. In addition, we have been named a Five Star School by the Florida Department of Education. Emerald Cove has a wide array of academic and extracurricular choices including the Pre-Informational Technology Choice Academy and AVID Program. Students have the opportunity to take high school credit courses and honors classes in addition to a wide variety of clubs and activities to participate in including but not limited to National Junior Honor Society, Robotics, STEM, SECME, Battle of the Books, Chess Club, Students working against tobacco (SWAT), and FBLA.

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.

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

Principal and Assistant Principals: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs.
School Counselors and Behavioral Health Professional: Supports a positive culture and environment through the SEL lessons they help to write and teach. and through the small group/individual counseling and interactions to ensure students feel safe, welcome, and included.
Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive,

safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment.