Eagles Landing Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/1/2022

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)	47%
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 Native American Students 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 (70%) 2017-18: A (70%)
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	ATSI

* 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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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	47%

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

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SIP Authority

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Purpose and Outline of the SIP

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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
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
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.
Rizzatti, Dominick	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 PLCmeetings. 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		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.
Turner, Mackenzie	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.
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.
Damiani, Susan	Teacher, K-12	Teacher on Special Assignment, oversees discipline of all grade levels, transportation, SBT, SwPBS, five-star, photos, yearbook, ESP/VLM, PD, and dress code. Assists with the writing of the SIP and Master-Schedule. Attends and contributes to PLCs.
Ardis, Stacy	Teacher, K-12	8th Grade Math PLC Leader. Develops and leads PLCs. 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.

Demographic Information

Principal start date
Friday 7/1/2022, Dominick Rizzatti

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.*
8

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.*
27

Total number of teacher positions allocated to the school
103

Total number of students enrolled at the school
1,520

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.
12

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	501	493	524	0	0	0	0	1518
Attendance below 90 percent	0	0	0	0	0	0	91	46	69	0	0	0	0	206
One or more suspensions	0	0	0	0	0	0	3	46	57	0	0	0	0	106
Course failure in ELA	0	0	0	0	0	0	35	22	25	0	0	0	0	82
Course failure in Math	0	0	0	0	0	0	22	19	29	0	0	0	0	70
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	45	63	67	0	0	0	0	175
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	74	74	78	0	0	0	0	226
Number of students with a substantial reading deficiency	0	0	0	0	0	0	98	90	104	0	0	0	0	292

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	66	70	77	0	0	0	0	213

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	16	17	13	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	0	0	5	0	0	0	0	5

Date this data was collected or last updated
Monday 8/15/2022

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	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

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	456	537	522	0	0	0	0	1515
Attendance below 90 percent	0	0	0	0	0	0	65	77	101	0	0	0	0	243
One or more suspensions	0	0	0	0	0	0	55	59	33	0	0	0	0	147
Course failure in ELA	0	0	0	0	0	0	35	22	25	0	0	0	0	82
Course failure in Math	0	0	0	0	0	0	22	19	29	0	0	0	0	70
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	67	67	99	0	0	0	0	233
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	66	70	71	0	0	0	0	207

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	15	10	29	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	3	0	0	0	0	0	3

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	69%	53%	50%				75%	58%	54%
ELA Learning Gains	59%						63%	56%	54%
ELA Lowest 25th Percentile	50%						54%	49%	47%
Math Achievement	72%	35%	36%				80%	62%	58%
Math Learning Gains	74%						75%	60%	57%
Math Lowest 25th Percentile	67%						64%	53%	51%
Science Achievement	58%	56%	53%				70%	52%	51%
Social Studies Achievement	85%	64%	58%				82%	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	72%	58%	14%	54%	18%
Cohort Comparison						
07	2022					
	2019	69%	53%	16%	52%	17%
Cohort Comparison		-72%				
08	2022					
	2019	73%	58%	15%	56%	17%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	75%	60%	15%	55%	20%
Cohort Comparison						
07	2022					
	2019	48%	35%	13%	54%	-6%
Cohort Comparison		-75%				
08	2022					
	2019	83%	64%	19%	46%	37%
Cohort Comparison		-48%				

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	67%	51%	16%	48%	19%
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	80%	72%	8%	71%	9%
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	100%	64%	36%	61%	39%
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	41	48	42	44	52	45	34	65	63		
ELL	45	55	53	51	66	57	31	69	77		
AMI	31	18		15	45						
ASN	86	54		90	85		85	89	93		
BLK	54	54	46	58	66	57	32	67	86		
HSP	63	58	56	65	69	69	52	84	79		
MUL	78	57		90	89		75	100	86		
WHT	73	61	49	78	78	69	65	88	90		
FRL	58	52	46	62	69	64	51	79	81		
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		

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
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		
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		

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)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	703
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
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	59
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	27
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	83
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	58
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	68
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	82
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	73
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	64
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?

The proficiency levels for ELA in 6th, 7th, and 8th grade saw decreases of 0.3%, 6.8%, and 9.7% respectively from FY19 to FY 21. Furthermore, 6th and 8th grade saw additional declines of 3% and 1.7% respectively from FY21 to FY22 while 7th grade increased 5.2% in the same timespan. From FY 19 (pre-covid) to FY 22, grades 6, 7, and 8, saw overall decreases of 3.3%, 1.6%, and 11.4% respectively.

Additionally, the proficiency levels for our 6th, 7th, and 8th grade students in math dropped 23.8%, 12.8%, and 13.9% respectively from FY19 to FY21. These levels rebounded some from FY21 to FY 22 with increases of 10.8%, 2.8%, and 2.8% respectively. Although we saw increases in all grade levels last year, when comparing the levels from FY19 to FY 22, grade 6, 7, and 8, saw overall decreases of 13%, 9.8%, 10.9%.

Subgroup Analysis:
Our ELL students, who make up a large portion of our L25%, appears to be one of the biggest areas of concern. In from FY19 to FY21, ELA saw drops in proficiency levels of 10.3%, 23.9%, and 19.9% in grades 6, 7, and 7 respectively. This improved quite a bit in 7th grade from FY21 to FY22. However, all 3 grade levels remain at least 12.5% lower in proficiency when comparing FY22 to FY19. In Math, the ELL students have a net gain of at least -18.5% from FY19 to FY22 in proficiency levels.

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

The Lowest 25th for both ELA and Math have demonstrated the biggest need for improvement. This subgroup is comprised primarily of ELL students, ESE students, and students with free and reduced lunch (FRL).

In ELA, our ELL students have dropped 14.8% overall in regards to proficiency levels from FY19 to FY22. Our FRL students have dropped 3.4% over the same timespan. While our ESE students have actually demonstrated growth of 5.9%.

In Math, our ELL students have dropped 20.3% overall in regards to proficiency levels from FY19 to FY22. Our FRL students have dropped 7.6% over the same timespan. Meanwhile, our ESE students have remained relatively consistent seeing a net gain of 0.7% in math over that span.

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 is the long lasting damage that has been caused to some students as a result of the pandemic and the obstacles schools and teachers had to overcome to try to deliver instruction. Last year was nearly a full year of brick and mortar and it was very clear that students had a much greater gap in understanding of previously taught content than ever before. This led to a big challenge for teachers to try to find time to reteach lessons that should have been prior knowledge as well as introducing the new content.

Despite these challenges, all three of the subgroups (ELL, ESE and FRL) improved in proficiency levels from FY21 to FY22. The gains were anywhere from 2% to 11% which is certainly a step in the right direction. However, even with demonstrated growth, there remains a big gap in nearly all subgroups from where they were prior to the pandemic.

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. Additionally, the use of interactive technology will need to be utilized to supplement instruction.

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.
6.) ELA Benchmark Remediation

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

Our biggest area of improvement was with our L25% in Math. This subgroup demonstrated an incredible 31% jump in proficiency from FY21 to FY22 which was enough to not only return to pre-pandemic levels, but even surpass them by 3%. Additionally, as a whole, our school saw a jump in learning gains of 21% from FY21 to FY22 in math. In math, our Asian community continues to show great improvements as this ethnic group was able to improve proficiency by 6.1% from FY19 to FY22. Our Multi-racial group also saw fantastic improvement, increasing by 6.3% over that same timeframe with 7.8% of that increase coming in the last year. While not quite back to pre-pandemic levels, our black subgroup saw the biggest jump in math last year, improving proficiency by an incredible 15.1%. Similarly, our ESE subgroup saw an improvement of 11.3% in this category from FY21 to FY22 which actually surpassed the levels from FY19.

In ELA, our Asian community continues to thrive as they improved in proficiency by 10.6% from FY19 to FY22. This is the only ethnic group that was able to increase in proficiency during that span of time. Furthermore, our ESE students saw an increase in proficiency of 5.9% from FY19 to FY22. While our ELL students have a lot of catching up to do in ELA after a big from from FY19 to FY21, this subgroup saw a solid improvement of 3.4% from FY21 to FY22.

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

The area that was impacted the most by the pandemic and distance learning, was math. Our school saw dramatic decreases across the board in math and no subgroup was affected more than the L25%. One of the things our school did to make improvements in this area, was to open up a couple of intensive math sections for our really low achieving students. This gave these students 2 blocks of math each day, one focused on moving forward and teaching new material, and the other focused on filling in the gaps to ensure a strong foundation.

Additionally, we implemented a department wide initiative centered around using IXL to complement instruction. Teachers rolled out the program which included weekly prizes as incentives as well as a competition for quarterly class celebrations. This program targeted standards for the students to demonstrate mastery and rewarded their efforts to celebrate their success.

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. Furthermore, ELA will be using ELA Benchmark to help target the new B.E.S.T. standards.

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 bi-weekly 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.

Teachers in all tested subject areas 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. In Science, teachers will be trained in data analysis, data tracking and identification of effective teaching strategies.

ELA teachers are using their PLC's to track data and initiate the new Benchmark Series. During these pieces of training, teachers will have the opportunity to learn how to implement research-based strategies into their classes. The implementation of these strategies will be monitored through non-evaluative walk-throughs.

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 receive daily. Math IXL has been purchased by the district to ensure all students have access to this excellent resource that can be tailored to each student's 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 bi-weekly 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.

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

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#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In math, we will focus on increasing proficiency in our L25%. Despite excellent results in this area last year, there is still a significant amount of improvement that needs to be made. The L25% includes many of our ELL students who have demonstrated a drop in proficiency of 20.3% from FY19 to FY22. By focusing on the L25%, we target the majority of those ELL students while also targeting our economically disadvantaged students (down 7.6% in that same time span) as well as our ESE students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student Learning Outcomes: We are aiming to see our L25% increase in proficiency by at least 5%. Teacher Practice Outcomes: Our goal for teacher practice outcomes is to have 100% participation in our bi-weekly PLCs as this is a great opportunity for our teachers to collaboratively analyze the progress monitoring data and to discuss best practices. Coaching Outcomes: We will continue to coach up our newer teachers through our PLCs as well as having experienced teachers conduct peer observations to offer constructive feedback. At our mid year reflection, we hope to have progress monitoring data that suggests that we are on track to achieve our goal of a 5% increase in proficiency. When PM3 comes out, we hope to have achieved our goal of at least a 5% increase in proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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, PM1, PM2 and finally the FAST assessment. During these PLCs, plans will be created according to the data to ensure a successful outcome to the school's goal. Upon our mid year reflection, we will review the progress monitoring data and make decisions accordingly to either continue with the plan, or make adjustments to accelerate progress towards reaching out goal.
Person responsible for monitoring outcome:	Dominick Rizzatti (dominick.rizzatti@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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. (Dominick Rizzatti) 2. ESE and ELL teachers will provide academic support in the classroom to ensure that differentiated and small group instruction is used. (Kristi Mandravellos/ Mackenzie McCune) 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. (Mackenzie McCune) 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. (Kristi Mandravellos)

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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/ELA Benchmark 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
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. 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, McCune)

Person Responsible   Dominick Rizzatti (dominick.rizzatti@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, PM1 and PM2) & will share with students to identify areas of strengths and weaknesses to promote growth.
d- Teachers will provide feedback to students on PBPAs and the Winter Diagnostic to ensure growth.
e- Monitoring will occur through data analysis, walkthroughs and observations. (Mandravellos, McCune, D'Annunzio)

Person Responsible   Dominick Rizzatti (dominick.rizzatti@palmbeachschools.org)

3. Adaptive Technology- Reading Plus & Benchmark Series Remediation + 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 of PM1 and PM2. (Mandravellos, McCune, D'Annunzio)

Person Responsible
Dominick Rizzatti (dominick.rizzatti@palmbeachschools.org)

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.

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 school culture and environment.

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