

The School District of Palm Beach County

# Eagles Landing Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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# Eagles Landing Middle School

19500 CORAL RIDGE DR, Boca Raton, FL 33498

<https://elms.palmbeachschools.org>

## School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cuomo, Jacqueline	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 liaison between students, teachers, and parents to ensure that ESE interventions and support are being implemented.
Damiani, Susan	Teacher, K-12	Teacher on Special Assignment, oversees discipline of all grade levels, transportation, SBT, SwPBS, five-star, , ESP/VLM, PD, and dress code. Assists with the writing of the SIP and Master-Schedule. Attends and contributes to PLCs.
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 liaison between students, teachers and parents to ensure that the ELL interventions and support are being implemented.
Mandravellos, Kristi	Assistant Principal	As assistant Principal, Kristi Mandravellos oversees the ESE, Math, PE, and Social Studies Departments. She supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Turner, Mackenzie	Assistant Principal	As assistant Principal, Mackenzie Turner oversees the Language Arts Science, ESOL, and Athletics Departments. She supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Rizzatti, Dominick	Principal	The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards

Name	Position Title	Job Duties and Responsibilities
		<p>continuous improvement processes at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mr. Rizzatti must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
<p>Gremaux, Kendra</p>	<p>Teacher, K-12</p>	<p>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</p>
<p>Redinger, Jean</p>	<p>School Counselor</p>	<p>6th Grade Guidance Counselor. Communicates with parents regularly regarding school-based RTI interventions and addresses the implementation of RTI and MTSS. Acts as a liaison for the students and parents with the teachers. Ensures documentation is collected.</p>
<p>Gilman, Sunshine</p>	<p>Teacher, K-12</p>	<p>8th Grade Reading 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</p>
<p>Deus, Ralph</p>	<p>Teacher, K-12</p>	<p>Athletic Director and Teacher. As a teacher, he offers interventions to students identified as deficient in a standard and Supports teachers in the department. 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 SI</p>
<p>Hodge-Hargrove, Tonya</p>	<p>Assistant Principal</p>	<p>As assistant Principal, Tonya Hodge-Hargrove oversees the Academies, CTE, Fine Arts, Guidance and Reading Departments. She supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors</p>



Name	Position Title	Job Duties and Responsibilities
		<p>and improves instruction by visiting classrooms to support and monitor instruction.</p> <p>She also serves as our CTE Department Head. Supports 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.</p>
Gondeck, Lance	School Counselor	<p>7th Grade Guidance Counselor. Communicates with parents regularly regarding school based RTI interventions and addresses the implementation of RTI and MTSS. Acts as a liaison for the students and parents with the teachers. Ensures documentation is collected.</p>
Sheres, Karen	Teacher, K-12	<p>Science Department Chair and teacher. As a teacher, she offers interventions to student identified as deficient in a standard and Supports teachers in department. 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</p>
Gonzalez, Rochelle	Teacher, ESE	<ul style="list-style-type: none"> <li>•Before school/Afterschool Administrator</li> <li>ASD Teacher</li> <li>• Attends leadership meetings</li> <li>• As teacher-offers behavioral interventions to students</li> <li>• Supports ESE teachers in department</li> <li>• Attends leadership meetings</li> <li>• Provides input related to students, school safety and resources available to assist students who may be having difficulty</li> <li>• Consults with team related to areas of safety concern</li> </ul>

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Eagles Landing Middle School our School Behavior Health Professional supports the behavioral and mental health of all students at ELMS and works in conjunction with our grade level counselors. At ELMS we support our school families with various educational workshops lead by our ESOL, ESE Coordinators, our school counselors and the Administrative Team.

On our campus we have a school district police officer every day that monitors the safety and security of all students and staff. Our school has a single point of entry for all and we utilize the "Raptor System" to sign in all parents and visitors prior to them entering any classroom or school event on our campus. Our 4 Guidance counselors work together with families and our District McKinney -Vento Liaison to ensure the needs of these identified families and students are met. In addition, at ELMS our ESOL Department

works collaboratively with the Districts Multicultural Department to ensure that all services and programs are implemented with fidelity to ensure the learning outcomes of our ELL students especially our identified ESSA sub-group (Native American) students this year. In addition we have a very active SAC Committee that meets monthly to review data and strategies to support learning gains.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring and tracking identified students that fall in our ESSA category "AMI" will be done by utilizing the Fast Progressing Monitoring assessments which occur 3 times a year. Monitoring mastery of of grade level standards through USA, FSQ's, and Reading Plus will take place weekly through PLC's along with monitoring of PM1 and PM2.

Implementing frequent monitoring of the specially identified ESSA subgroup will allow us to make adjustments to the instructional focus for remediation, remediation deficiencies before they become substantial In addition we will be able to individualize instruction to best meet the needs of all students increasing student learning gains and achievement.

Monitoring Techniques that are planned for are:

- \*Review of Lesson Plans
- \*Classroom Walkthroughs
- \*Data Analysis
- \*Tracking student attendance
- \*Formal/Informal observations
- \*Data Chats
- \*PLC attendance and participation
- \*Formative & summative assessments and use of Technology

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students

proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data. The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students’ proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and

Professional Learning Communities occur every week per content area. Content area teachers meet with the academic PLC Leaders and administration to discuss and analyze data, modify instruction, and create standards-based learning goals. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Our SIP is a living document that will be reviewed at various times throughout the year so that it best represents what is occurring on our campus. We work collaboratively with all stakeholders to ensure we make decisions that are data driven and support learning gains for all students and ensure that all students are provided the support and accommodations they need to be successful.

<b>Demographic Data</b>	
Only ESSA identification and school grade history updated 3/11/2024	
<b>2023-24 Status</b> (per MSID File)	Active

<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	49%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	47%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Native American Students (AMI)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	69	71	97	237
One or more suspensions	0	0	0	0	0	0	65	31	56	152
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	10	25	26	61
Course failure in Math	0	0	0	0	0	0	10	11	36	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	103	97	100	300
Level 1 on statewide Math assessment	0	0	0	0	0	0	76	61	74	211
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	103	97	100	300

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	95	85	69	249

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	14	16	12	42
Students retained two or more times	0	0	0	0	0	0	1	1	1	3

**Prior Year (2022-23) As Initially Reported (pre-populated)**

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total		
	K	1	2	3	4	5	6	7	8			
Absent 10% or more days				0	0	0	0	0	91	46	69	206
One or more suspensions				0	0	0	0	0	3	46	57	106
Course failure in ELA				0	0	0	0	0	35	22	25	82
Course failure in Math				0	0	0	0	0	22	19	29	70
Level 1 on statewide ELA assessment				0	0	0	0	0	45	63	67	175
Level 1 on statewide Math assessment				0	0	0	0	0	74	74	78	226
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.				0	0	0	0	0	98	90	104	292

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	66	70	77	213

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	16	17	13	46
Students retained two or more times	0	0	0	0	0	0	0	0	5	5

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	91	46	69	206
One or more suspensions	0	0	0	0	0	0	3	46	57	106
Course failure in ELA	0	0	0	0	0	0	35	22	25	82
Course failure in Math	0	0	0	0	0	0	22	19	29	70
Level 1 on statewide ELA assessment	0	0	0	0	0	0	45	63	67	175
Level 1 on statewide Math assessment	0	0	0	0	0	0	74	74	78	226
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	98	90	104	292

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	66	70	77	213

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	16	17	13	46
Students retained two or more times	0	0	0	0	0	0	0	0	5	5

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	66	51	49	69	53	50	69		
ELA Learning Gains				59			57		
ELA Lowest 25th Percentile				50			44		
Math Achievement*	75	59	56	72	35	36	67		
Math Learning Gains				74			53		
Math Lowest 25th Percentile				67			36		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	60	50	49	58	56	53	62		
Social Studies Achievement*	84	68	68	85	64	58	76		
Middle School Acceleration	80	76	73	86	52	49	84		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	73	37	40	83	85	76	77		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	703
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	46			
ELL	57			
AMI	50			
ASN	85			
BLK	61			
HSP	70			
MUL	82			
PAC				
WHT	76			
FRL	63			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	51			
ELL	59			
AMI	27	Yes	1	1
ASN	83			
BLK	58			
HSP	68			
MUL	82			
PAC				
WHT	73			
FRL	64			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	66			75			60	84	80			73
SWD	34			43			26	61	55		6	54
ELL	43			61			43	65	55		6	73
AMI	43			57							2	
ASN	77			89			80	92	89		5	
BLK	54			58			48	73	73		5	
HSP	61			70			61	81	75		6	73
MUL	78			85			68	100	78		5	
PAC												
WHT	69			80			60	86	84		6	74
FRL	54			65			47	77	70		6	67

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	69	59	50	72	74	67	58	85	86			83
SWD	41	48	42	44	52	45	34	65	63			74
ELL	45	55	53	51	66	57	31	69	77			83
AMI	31	18		15	45							
ASN	86	54		90	85		85	89	93			
BLK	54	54	46	58	66	57	32	67	86			55
HSP	63	58	56	65	69	69	52	84	79			88
MUL	78	57		90	89		75	100	86			
PAC												
WHT	73	61	49	78	78	69	65	88	90			81
FRL	58	52	46	62	69	64	51	79	81			80

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	69	57	44	67	53	36	62	76	84			77
SWD	39	40	31	37	32	21	34	52	66			69
ELL	49	55	51	44	45	42	46	59	75			77



2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	82	65	50	86	55		83	81	94			
BLK	62	51	32	43	39	20	55	67	77			70
HSP	65	57	51	64	52	43	53	70	78			84
MUL	82	74		82	68		91	88	94			
PAC												
WHT	71	56	38	71	55	34	67	82	86			63
FRL	58	52	42	54	44	35	53	64	73			75

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	63%	48%	15%	47%	16%
08	2023 - Spring	60%	47%	13%	47%	13%
06	2023 - Spring	57%	45%	12%	47%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	65%	54%	11%	54%	11%
07	2023 - Spring	56%	36%	20%	48%	8%
08	2023 - Spring	75%	65%	10%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	57%	46%	11%	44%	13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	48%	52%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	50%	50%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	65%	16%	66%	15%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data below demonstrates the achievement levels in all our content areas including our ESSA

Identified subgroup:  
 FY23 FAST ELA Data PM1, PM2 PM3  
 ELA Proficiency  
 PM1 PM2 PM3 Learning Gains  
 6th 54.4 53.6 57.2 + 2.8  
 7th 53.4 55.9 63.3 +9.9  
 8th 48.1 50.5 60.0 +11.9  
 ESSA Identified Sub-group Am. Indian  
 35.1 50 42.9 +7.8

Math Proficiency  
 PM1 PM2 PM3 Learning Gains  
 6th 24.9 49.6 64.7 +39.8  
 7th 14.0 33.7 55.8 +41.4  
 8th 35.5 57.2 74.9 +39.4  
 ESSA Identified Sub-group Am. Indian  
 7.7 28.6 57.1 +49.4

Civics Overall -4.1 (85 to 80.9)  
 Civics ELL/SWD Sub-groups: ELL -9.5 (55.8 to 46.3), SWD -4.2 ( 66.7 to 62.5)

Science Overall +.6 (56.8 to 57.4)

Science ELL/SWD Sub-groups: ELL +3.2 (22.5 to 25.7), SWD - 8.8 (32.9 to 24.1)

#### FAST ELA Schoolwide and Grade Level Achievement Rate vs. FSA Data

FY19FSA FY21 FSA FY22 FSA Learning Gains FY23 FAST PM3

School 71.2% 65.8% 66% 60.1%

6th 71.9% 71.5% 68.2% 52% 57.2%

7th 68.9% 62.8% 68.1% 64% 63.4%

8th 73% 64% 62.3% 60% 59.9%

Identified ESSA Sub-group

Am.Indian

53.8% 33.3% 30.8% 42.9%

#### FAST Math Schoolwide and Grade Level Achievement Rate vs. FSA Data

FY19FSA FY21 FSA FY22 FSA Learning Gains FY23 FAST PM3

School 73.4% 56.4% 63.07% 67.51%

6th 75.1% 51.32% 62.01% 54% 64.72%

7th 47.5% 35.4% 38.42% 68% 55.84%

8th 83.05% 69.64% 72.52% 86% 75.00%

Identified ESSA Sub-group

Am.Indian

66.7% 0% 15.4% 57.1%

Based on assessment data from FY22 to FY23 the data component that demonstrated the lowest performance was 6th Grade ELA, decreasing -11% from 68.2% to 72.2%. Contributing factors include the state-wide Assessment (FAST) being a new test, students returning to campus on a full-time basis after the pandemic, the teacher turnover rate, and the addition of several new teachers to the profession. To help curb this drop, for FY24 we have implemented an additional Reading Support class for incoming 6th graders as well as extra support for our newly hired teachers. From a personnel standpoint, we will need to identify teachers who have high levels of academic instructional delivery and classroom management as strong points to help mentor new teachers. Biweekly meetings to discuss standards delivery and schedule peer observations of new teachers.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Based on progress monitoring and 2023 state assessments, the component that showed the greatest decline from the prior year 6th Grade ELA dropped 11%, and our ELL Sub-group decreased by -5.6% from 16.3 to 10.7. Factors that contributed to this decrease were ramifications from the pandemic and the learning gap that had occurred, and the teacher turnover rate as well as teachers new to the profession.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

According to FY23 assessment data we exceeded the state in all components. By grade level, assessment data show that we exceeded the state in 6th grade Math by 11%, in 7th grade Math by 8%, and in 8th grade Math by 20%. We also exceeded the district in Algebra by 46% with 100% of our students showing proficiency, and in Geometry by 51% with 100% of our students showing proficiency. Grade-level assessment data also show that we exceeded the state in ELA as well. We exceeded the state in 6th grade ELA by 10%, 7th grade ELA by 16%, and 8th grade ELA by 13%. Assessment data also shows that in Civics proficiency was 81% exceeding the state by 21% and exceeding the district by 16%. Assessment data in Science shows that we exceeded the state by 13% and the district by 11%. Eagles Landing Middle School provided teachers with the tools and professional development needed for them to provide our students with standard-based instruction, small group instruction, remediation and enrichment, and individualized one on one tutoring which contributed to student learning gains.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Based on progress monitoring and grade level performance on 2023 FAST Assessments all grade levels showed learning gains in both ELA and in Math.

FY23 FAST ELA Data PM1, PM2 PM3

ELA Proficiency

PM1 PM2 PM3 Learning Gains

6th 54.4 53.6 57.2 + 2.8

7th 53.4 55.9 63.3 +9.9

8th 48.1 50.5 60.0 +11.9

ESSA Identified Sub-group Am. Indian

35.1 50 42.9 +7.8

Math Proficiency

PM1 PM2 PM3 Learning Gains

6th 24.9 49.6 64.7 +39.8

7th 14.0 33.7 55.8 +41.4

8th 35.5 57.2 74.9 +39.4

ESSA Identified Sub-group Am. Indian

7.7 28.6 57.1 +49.4

Data shows that 7th-grade Math had the greatest improvement from PM1 to PM3. Our ESSA identified sub6-group Native American scored both in 2021 and 2022 below the threshold of 41%. FY23 data shows that this sub-group increased learning gains from PM1 to PM3 by 7.8% in ELA and by 49.4% in Math.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Reflecting on the Early Warning Systems (EWS) Two potential areas of concern are the number of students who scored a level 1 on statewide Assessments (especially 6th grade) and the number of student absences throughout the school year. Another area of concern is the number of 6th-grade students that have more than 10% absences. These 6th graders will be FY24 incoming 7th grade class and we will be monitoring them and tracking their absences. In addition, we will be providing extra reading support throughout the reading block and through after-school tutorial sessions with specifically identified student groups needing remediation. Teachers will be tracking and monitoring data through weekly PLCs.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. Supporting our learning gains for our students falling into our ESSA Sub-Group AMI and providing support for both students and families.

2. ELA Achievement of the Low25%
3. ELA Achievement of our incoming 7th graders (FY23 6th graders)
4. Teacher recruitment and retention.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. ESSA Subgroup specifically relating to American Indian****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The ESSA subgroup that fell below 41% was our Native American Subgroup (AMI). State Assessment data shows a decrease in ELA proficiency from PM1-PM3 of 7.1%, a decrease in Math Proficiency from PM1-PM3 of 27.5%, and 0% of students in this sub-group have tested proficient in Civics from FY21-FY22 and Science.

**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 ESSA subgroup pertaining to Native Americans to increase student proficiency by at least 7% in ELA , Math, Science and Social Studies. Teacher Practice Outcomes:

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is an important step towards student achievement and school improvement. It provides teachers and administrators the data they need to make decisions about instruction and differentiated support for the students. Teachers and administration will monitor the students progress throughout the year. Teachers will give classroom assessments and assignments and monitor students for understanding of the benchmarks. Administration will disaggregate the data from district USA's and diagnostic assessments to monitor student progress. At IEP meetings, we strategically plan for a variety of monitoring techniques including review of lesson plans, classroom walks, student work/ portfolios, data analysis, data chats with teachers, and students formal observations.

**Person responsible for monitoring outcome:**

Dominick Rizzatti (dominick.rizzatti@palmbeachschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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)
5. Tutorials: Teachers will facilitate tutorials for specifically identified students beyond the school day to provide targeted and strategic instruction. (Dominick Rizzatti)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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.

5. Allow for students who show deficiencies on a given benchmark to be able to participate in remediation.

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **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. PLC's/Professional Development:

- a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- b. . The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- e. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

**Person Responsible:** Dominick Rizzatti ([dominick.rizzatti@palmbeachschools.org](mailto:dominick.rizzatti@palmbeachschools.org))

**By When:** PLCs and PD will begin within the August 2023. PDs will be determined based on data and observations of classroom walks. PLCs will focus on student achievement data analysis, best practices, PLC's and PD will continue throughout the school year.

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 PBPA's and the Winter Diagnostic to ensure growth.

e- Monitoring will occur through data analysis, walkthroughs and observations. (Mandravellos, McCune, Hargrove)

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

**By When:** Small group instruction will begin within the first two weeks of school. Teachers will review data & proper placement of students within the groups.

### 3. Adaptive Technology- Reading Plus & Benchmark Series Remediation

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, Turner, Hargrove)

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

**By When:** Technology: By week 2 .Students will participate in formative assessments using adaptive technology .The program will be used throughout the school year and monitored weekly.

### 4. Adaptive Technology- Math IXL

a- Teachers will receive ongoing PD and support on how to use this program 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, Turner, Hargrove)

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

**By When:** Technology: By week 2 .Students will participate in formative assessments using adaptive technology .The program will be used throughout the school year and monitored weekly.

### 5. Tutorials:

1. Analyze student data to determine students for tutorial groups and the support necessary. Students will be selected and grouped for pullout tutorials, afterschool based on the results from FY23 FAST/EOCs, FSQs, USAs and Progress Monitoring and ESSA identified subgroups: Native American. (Mandravellos, Turner, Hargrove, Damiani)

2. Choose research-based supplemental materials and resources to during tutorials.

3. Analyze teacher classroom data to determine who will be tutors.

4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

5. Student transportation provided by district bus and or parent.

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

**By When:** Tutorials: Start quarter 2 Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May of 2024.



## #2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Working at a school that has a positive school culture and environment is important to teacher recruitment and retention. At Eagles Landing Middle School we want to recruit and maintain our teaching staff. By the end of FY23 ELMS lost 30 instructional positions, At the start of FY24 we have 30 new teachers and staff members. We want to retain these teachers to build community and capacity at our school focusing on improving student achievement by providing rigorous and relevant professional development opportunities to all teachers. Providing programs for teachers that prepare and support them will lead our school toward improving student learning outcomes by delivering content, concepts, and skills that are aligned with the benchmark and intended learning outcomes.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase teacher retention and decrease change in teachers from year to year. Retain all newly hired and emerging educators and maintain our staff. By May 2024, 100% of newly hired and emerging teachers will complete the District ESP program with success and be rated Effective.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring and providing support for all teachers will take place through:

- \* weekly mentor/mentee meetings,
  - \*monthly huddles between ESP Contact, new teachers, mentors, mentees and the VLM
  - \*Teacher Observations
  - \*Formal/Informal Observations
  - \*PGP's
  - \*Weekly Lesson Plan check-ins
  - \*SEQ Survey
- (Hargrove/Damiani)

### Person responsible for monitoring outcome:

Tonya Hodge-Hargrove (tonya.hodge@palmbeachschools.org)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Establish teacher expectations.
2. Communicate expectations with all stakeholders.
3. Monitor teacher success through PLC's(student data)
4. Weekly Mentor and/or Buddy/mentee meetings and VLM and Mentor meetings
5. Teacher Incentives and rewards for meeting and exceeding expectations.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Establishes routines and expectations so teachers understand the requirements put in front of them to ensure student success.
2. Offers transparency and clarifies expectations to all stakeholders.
3. This will allow for data analysis and any necessary changes that need to take place in teacher instruction.
4. This will provide both instructional and emotional support for teachers so that feedback and professional

development can be customized for each teacher and their needs.

5. This helps to generate buy in and data driven instruction.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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. Establish teacher expectations for both school and district. Monitoring teachers to be sure they understand Florida State Statutes 1003.42. In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment with the District’s Strategic Plan 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 003.42. Continuing to develop single-school culture and appreciation of multicultural diversity in alignment with S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women’s Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

**Person Responsible:** Tonya Hodge-Hargrove (tonya.hodge@palmbeachschools.org)

**By When:** First day teachers come onto campus hold a new teacher Nuts & Bolts training for our school that outlines teacher expectations and supports in place for them.

2. Have Mentor/Buddy/Mentee meetings with all new teachers in addition to the administration and all stakeholders. This collaboration will create buy-in by all and support our new teachers.

**Person Responsible:** Tonya Hodge-Hargrove (tonya.hodge@palmbeachschools.org)

**By When:** By the first week in September hold the first ESP Huddles and schedule monthly Huddles for the remainder of the year.

3. Weekly data monitoring and weekly PLC's

- a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs of students
- c. Mentors and mentees will review strengths and weaknesses and develop and implement necessary instructional changes.
- d. Mentors, VLM, and ESP Contact will assist with standards-based planning to build teachers' capacity with FSA standards and item specifications during PLCs. Mentors and mentees will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

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

**By When:** At the start of the school year August 2023 and continuing throughout the remainder of the year.

**4. Monthly Teacher Incentives and Rewards**

- a. Students throughout the school year will recognize teachers and nominate teachers for "Teacher of the Month"
- b. Teachers will be recognized on the morning announcements and will be able to park in a specially designated parking spot.

**Person Responsible:** Tonya Hodge-Hargrove (tonya.hodge@palmbeachschools.org)

**By When:** At the end of September 2023 and continuing throughout the school year until May 2024.

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district’s 5-Year Strategic Plan. This year Eagles Landing Middle School has been identified as and (ATSI) Additional Targeted Support and Improvement School. Eagles Landing Middle School will be provided personalized, one-on-one, or small group support to assist our administration and leadership teams in developing comprehensive plans of action for improving student achievement.

Our resources and allocations will be focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
5. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
6. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. (Mathnasium Boca; Uncle Louie G ; Chick-Filet; Chipotle; American Heart Association;

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

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

<b>1</b>	<b>III.B.</b>	<b>Area of Focus: ESSA Subgroup: American Indian</b>				<b>\$1,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	7800	330- Travel	2461 - Eagles Landing Middle School	School Improvement Funds	1500.0	\$1,200.00
			<i>Notes: Student Articulation</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	3361- School Reconiiition	510 Supplies	2461 - Eagles Landing Middle School	School Improvement Funds	1500.0	\$1,000.00
			<i>Notes: Student Recognition Supplies will be purchased for recognition of student success. This includes but is not limited to awards, food, etc.</i>			
					<b>Total:</b>	<b>\$2,200.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No