

The School District of Palm Beach County

Emerald Cove Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Emerald Cove Middle School

9950 STRIBLING WAY, Wellington, FL 33414

<https://ecms.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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Burke, Alan	Teacher, K-12	<ul style="list-style-type: none"> • Aftercare Director • As teacher-offers interventions to students identified as deficient in a standard • Supports teachers in department
Dorish, Staci	Teacher, K-12	<ul style="list-style-type: none"> • 7th grade- grade level liaison • AVID Coordinator • As teacher-offers interventions to student identified as deficient in a benchmark. • Supports teachers in department • Helps provide Professional Development to staff in AVID Strategies
Leatherman, Janell	School Counselor	<ul style="list-style-type: none"> • Attends Leadership Meetings • Act as case liaisons for individual students who are being monitored through the RTI process • Provide professional development to staff as requested on topics related to student needs • Monitor student progress utilizing weekly site-reporter, EDW, teacher reports and other means to determine which students are at “most-risk” and screen for need for additional services. • Serve as a resource to students, parents, teachers, administrators and community as it relates to student improvement goals • Attend district meetings to learn the latest resources available to students through the community
Morphesis, April	Assistant Principal	<ul style="list-style-type: none"> • Instructional Leader • Oversees Science Department • Attends leadership meetings • Conducts data chats with all instructional staff determine professional development needs • Provides resources: time, money and personnel for meetings and interventions • Collaborates/ Consults with teachers are interventions. • Monitors implementation of Core, Supplemental and Intensive supports to determine they are research based and implemented with fidelity • Monitor data as it relates to safety, discipline and school climate- share this data with all stakeholders and provide opportunity for all stakeholders to provide input for change and problem solving as necessary Testing coordinator- organizes school-wide testing. Threat Assessment Chair
King, Marellius	Assistant Principal	<ul style="list-style-type: none"> • Instructional Leader • Oversees Social Studies Department • Attends leadership meetings • Conducts data chats with all instructional staff determine professional development needs

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Provides resources: time, money and personnel for meetings and interventions • Collaborates/ Consults with teachers are interventions. • Monitors implementation of Core, Supplemental and Intensive supports to determine they are research based and implemented with fidelity • Monitor data as it relates to safety, discipline and school climate- share this data with all stakeholders and provide opportunity for all stakeholders to provide input for change and problem solving as necessary
Wheeler, Jason	Assistant Principal	<ul style="list-style-type: none"> • Instructional Leader • Oversees Math Department • Attends leadership meetings • Conducts data chats with all instructional staff determine professional development needs • Provides resources: time, money and personnel for meetings and interventions • Collaborates/ Consults with teachers are interventions. • Monitors implementation of Core, Supplemental and Intensive supports to determine they are research based and implemented with fidelity • Monitor data as it relates to safety, discipline and school climate- share this data with all stakeholders and provide opportunity for all stakeholders to provide input for change and problem solving as necessary
Yuzenas, Amy	Other	
Horvath, James	Teacher, K-12	<ul style="list-style-type: none"> • Science Department Chair • As teacher-offers interventions to student identified as deficient in a standard • Supports teachers in department
Shuhaiber, Salam	Teacher, Career/ Technical	<ul style="list-style-type: none"> • Pre-IT Choice Coordinator • SAC Chairperson
Smith Feaman, Eugina	Principal	<ul style="list-style-type: none"> • Instructional Leader • Oversees ELA Department • Attends leadership meetings • Conducts data chats with all instructional staff determine professional development needs • Provides resources: time, money and personnel for meetings and interventions • Collaborates/ Consults with teachers are interventions. • Monitors implementation of Core, Supplemental and Intensive supports to determine they are research based and implemented with fidelity • Monitor data as it relates to safety, discipline and school climate- share

Name	Position Title	Job Duties and Responsibilities
<p>this data with all stakeholders and provide opportunity for all stakeholders to provide input for change and problem solving as necessary</p>		
<p>Welz, Lisa</p>	<p>Teacher, K-12</p>	<ul style="list-style-type: none"> • Language Arts Department Chair • As teacher-offers interventions to student identified as deficient in a standard • Supports teachers in department
<p>Rose, Casey</p>	<p>Teacher, ESE</p>	<ul style="list-style-type: none"> • ESE Coordinator • Attends leadership meetings • Provides guidance on implementation of interventions and research based interventions • Provides trained staff to provide FBA (behavioral assessments) as needed • Assists with parent communication and questions related to procedural safeguards • Provides consultation to the team regarding interventions and supports available for students struggling academically and behaviorally from area of expertise
<p>Maxwell, William</p>	<p>Instructional Technology</p>	<ul style="list-style-type: none"> • Attends leadership meetings • Provides input related to students, school technology and resources available to assist students who may be having difficulty • Provides input related to students, school technology and resources available to assist students who may be having difficulty • Provides PD and technology assistance to teachers and staff
<p>Jensen, Rae</p>	<p>Teacher, ESE</p>	<ul style="list-style-type: none"> • Middle School Course Recovery Coordinator • As teacher-offers interventions to student identified as deficient in a standard • Supports teachers in department and assists with ESE meetings in Coordinator's absence (LEA)
<p>Haynes, Christine</p>	<p>Teacher, K-12</p>	<p>Math Department Chair AVID elective teacher Assists teachers in implementing standards-aligned instruction.</p>

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.

Various stakeholders provide input into School Improvement Strategies and efforts at Emerald Cove Middle School. The Teachers and Leadership team and Mental Health Team all have access to up to date parent contact and keep parents informed regularly about student academic and behavioral progress. Parent/teacher conferences are held weekly to review academic progress with students and collaborate with parents/guardians on strategies for individual student success.

ECMS has an active Parent Teacher Student Association (PTSA) whose board meets monthly with the School Principal and quarterly as a general assembly. Parents, teachers, and students are encouraged to attend and become members and provide input. In addition, the School Advisory Council is promoted and meets monthly. School-wide information is sent weekly in a parent email from the School Principal to all stakeholders with academic updates included.

The extracurricular clubs and activities play an important role in getting student voice- the National Junior Honor Society and Student Government participate in school activities and met with school administration regularly.

School-wide goals and the strategies used to reach them are shared with all groups and input on needed adjustments is received and utilized where needed.

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))

The School Improvement Plan serves as a framework for the continuous efforts for academic and behavioral excellence in the classrooms and throughout the Emerald Cove campus. The goals and strategies within the plan are the focus. Academic progress is monitored through the SIP mid year review as well as a various data checkpoints in the fall, winter, and spring. PM1, 2 and 3 data as well as local USA data and discipline is reviewed and analyzed. Adjustments to academic and Schoolwide Positive Behavior strategies are then made to increase achievement levels.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	60%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP)

	Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

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	46	60	81	187
One or more suspensions	0	0	0	0	0	0	66	72	55	193
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	46	36	84
Course failure in Math	0	0	0	0	0	0	33	47	78	158
Level 1 on statewide ELA assessment	0	0	0	0	0	0	71	79	101	251
Level 1 on statewide Math assessment	0	0	0	0	0	0	50	33	56	139
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	71	79	101	251

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	75	88	111	274

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	1	2	0	3
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	0	68	40	59	167
One or more suspensions	0	0	0	0	0	0	6	40	64	110
Course failure in ELA	0	0	0	0	0	0	5	57	63	125
Course failure in Math	0	0	0	0	0	0	28	58	64	150
Level 1 on statewide ELA assessment	0	0	0	0	0	0	32	52	72	156
Level 1 on statewide Math assessment	0	0	0	0	0	0	58	54	82	194
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	30	41	65	136

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	48	44	71	163

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

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	68	40	59	167
One or more suspensions	0	0	0	0	0	0	6	40	64	110
Course failure in ELA	0	0	0	0	0	0	5	57	63	125
Course failure in Math	0	0	0	0	0	0	28	58	64	150
Level 1 on statewide ELA assessment	0	0	0	0	0	0	32	52	72	156
Level 1 on statewide Math assessment	0	0	0	0	0	0	58	54	82	194
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	30	41	65	136

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	48	44	71	163

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

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*	63	51	49	66	53	50	64		
ELA Learning Gains				59			53		
ELA Lowest 25th Percentile				43			30		
Math Achievement*	73	59	56	73	35	36	62		
Math Learning Gains				72			39		
Math Lowest 25th Percentile				69			21		
Science Achievement*	65	50	49	69	56	53	67		
Social Studies Achievement*	83	68	68	86	64	58	75		
Middle School Acceleration	76	76	73	88	52	49	73		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	48	37	40	29	85	76	46		

* 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)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	654
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	53			
AMI				
ASN	81			
BLK	59			
HSP	64			
MUL	77			
PAC				
WHT	79			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	61			
AMI				
ASN	77			
BLK	61			
HSP	62			
MUL	77			
PAC				
WHT	75			
FRL	60			

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	63			73			65	83	76			48
SWD	30			39			30	56	65		5	
ELL	41			70			50	64	47		6	48
AMI												
ASN	78			87			75	91	73		5	
BLK	47			61			46	74	65		5	
HSP	60			69			65	81	77		6	31
MUL	63			78			63	94	85		5	

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
PAC												
WHT	73			82			75	85	82		5	
FRL	50			62			51	74	71		6	42

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	66	59	43	73	72	69	69	86	88			29
SWD	28	39	33	38	56	52	29	54	73			
ELL	48	66	66	60	68	65	39	81	83			29
AMI												
ASN	84	67	38	89	79	79	74	90	93			
BLK	55	51	36	57	66	61	61	78	81			
HSP	62	56	41	70	69	65	65	84	88			23
MUL	70	62		82	74		81	79	94			
PAC												
WHT	70	64	51	79	78	78	73	92	88			
FRL	57	54	44	63	67	66	62	79	84			24

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	64	53	30	62	39	21	67	75	73			46
SWD	29	37	24	30	27	20	37	52	38			
ELL	45	39	26	47	34	18	44	64	53			46
AMI												
ASN	84	77	64	82	56	25	85	81	89			
BLK	53	45	31	44	31	13	55	74	61			
HSP	60	50	26	59	38	22	63	70	67			48
MUL	63	48	40	63	40	50	67	85	57			
PAC												
WHT	69	55	26	69	40	23	73	79	78			
FRL	54	47	29	50	31	17	54	68	62			46

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	64%	48%	16%	47%	17%
08	2023 - Spring	58%	47%	11%	47%	11%
06	2023 - Spring	60%	45%	15%	47%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	67%	54%	13%	54%	13%
07	2023 - Spring	48%	36%	12%	48%	0%
08	2023 - Spring	78%	65%	13%	55%	23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	65%	46%	19%	44%	21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	48%	45%	50%	43%

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	80%	65%	15%	66%	14%

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 achievement proficiency levels on the FAST PM3 for each grade level and lowest performing subgroups at ECMS are as follows:

ELA:

6th grade- 60%; 7th grade- 64%; 8th grade-58%

SWD Male 21%; Black Male- 23%; ELL Male- 25%; ELL Female- 33%

Overall- 61%

Math:

6th grade- 67%; 7th grade- 48%; 8th grade- 78%

SWD Female- 28%; SWD Male 45%; ELL Female- 50%

Overall- 77%

Based on the most recent FAST PM3 data, comparing FY22 to FY23 data ELA achievement decreased from 66% to 61% (a decrease of 5%). Two grade levels declined in proficiency level contributing to this decrease- 6th grade- from 67% to 60% and 8th grade- from 65% to 58%. Factors contributing to this decrease include 2 ELA teacher vacancies during the FY23 school-year, new standards implementation to the new BEST standards as well as a new curriculum adopted to utilize during instruction in ELA and new assessment.

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

The greatest decline from the prior year was within ELA grades 6 and 8 a decline of 7% in each. In addition, ELL proficiency decreased from 48% in FY23 to 29%. This is largely due to an ELL teacher vacancy that was covered by a non-certified substitute for the entire school-year. In addition, there were new ELA standards and curriculum utilized in the ELA classes. Based on this data trends, our focus will be to continue to increase achievement in both reading and math, to improve engagement of students, and to ensure standards-based alignment in instruction occurs in the classroom. We will focus on literacy and math with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas.

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.

After review of the FAST PM3 data, ECMS outperformed the state in both ELA and Math:

ECMS ELA Proficiency- 61%

State ELA Proficiency- 54%

ECMS Math Proficiency- 77%

State Math Proficiency- 64%

The largest gap was in Math proficiency by 13% with ELA having a 7% gap. While this data shows a positive upward trend, the ELA gap is less and a decrease in overall proficiency for ELA will be a focus. This smaller gap can be attributed to ELA and ELL teacher vacancies, a change in standards and assessment, and a need to ensure that all teachers are equipped with the professional development on standards implementation and engagement and rigor strategies in the classroom.

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

The Math proficiency at ECMS showed the most improvement from 73% in FY23 to 77% on the May FAST PM3. The continued focused on standards-aligned instruction in the classroom help contribute to this increase. Math teachers had common planning as a full department and were able to collaborate and analyze data as a group in Professional Learning Communities. In addition, Math teachers utilized Math IXL as a supplemental technology resource in the math classes and Math Tutorial occurred earlier in the school-year, targeting the standards and remediation needed.

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

Ensuring a safe environment is a focus at ECMS as well as opportunities for student academic success. In addition to the concern of students proficient in ELA decreasing, an area of concern is the number of suspensions that occurred during FY23. 193 students total received out of school suspension and 251 were a level 1 in ELA proficiency. Implementing a Single School Culture for Academics and Behavior and having systems in place to help students learn and follow the school expectations and Student Code of Conduct are key to them focusing on their learning.

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

1. Offering Professional Development in BEST standards and standards-aligned instruction for ELA and Math.
2. Reviewing various data sources of student performance (USA, FSQ, and PM1, 2, and 3) with students. Helping students understand standards they need a greater focus and strategies they can do to improve.
3. Providing opportunity beyond the regular school day for remediation and enrichment through Pirate Academy.
4. Increasing collaboration and the focus on the "how" to teach a particular standard through effective Professional Learning Communities (PLCs).

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

If we focus on aligning curriculum and standards-based instruction with well developed research based instructional practices to increase learning gains in school-wide ELA and Math, then we will increase student achievement in ELA and Math, and ensure alignment to the District's Strategic Plan. This area of focus

aligns directly with our District Strategic by ensuring all students engage in teaching and learning that results in academic excellence and growth.

As our data shows we have diverse learners on multiple levels. The goal of differentiated instruction strategies is to ensure that all students are engaged in the learning process by providing tasks that match each individual's needs.

Measurable Outcome:

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

Student Learning Outcomes:

By May FY24, ECMS will increase the overall percentage of students proficient in ELA with an increase by 7 points and math with a increase by 1 point- increase of ELA to 68% proficient and Math to 78% proficient.

Teacher Practice Outcomes:

By May of 2024, 90% of our classroom teachers will be effectively provide students standards-aligned tasks as evidenced through classroom walkthroughs.

Coaching Outcomes:

By May 2024, the leadership team will observe 100% of the classroom teachers to determine their knowledge and implementation of standards-aligned tasks in the classroom.

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Students will be assessed using the Benchmark Unit Assessments (USAs) in both ELA and Math. Data from these assessments as well as Reading Plus, Math IXL, and PM1-3 will be analyzed. We strategically plan for a variety of monitoring techniques: Review of Google Classrooms and Lesson Plans, Data Analysis, and Classroom walks. We also monitor Student attendance, hold Data Chats with teachers and students, conduct Formal Observations, and have Professional Learning Communities. The monitoring will be supported by key members of the leadership team: Assistant Principals support content and grade levels School Counselors help review attendance concerns Department Chairs and grade level liaisons help monitor PLCs.

Person responsible for monitoring outcome:

Jason Wheeler (jason.wheeler@palmbeachschools.org)

Evidence-based 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 integrate AVID strategies such as WICOR strategies and the school wide binder into their daily lesson plans.
2. Students will be remediated and enriched through the use of adaptive technology such as Reading Plus, No Red Ink, and Math iXL.
3. Professional Learning Community teams will meet to collaborate best practices and focus on standards based planning using data to drive instruction.
4. Students will be assessed using USAs in both ELA and Math.
5. Pirate Academy tutorial will be offered in both ELA and Math to students demonstrating a need based on their data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Adaptive technology programs are researched based programs that increase student achievement. Reading plus offers individualized scaffolded silent reading practice to help all students master grade-level content. IXL uses insights from student work in the curriculum and the real-time Diagnostic to generate personalized guidance for each learner. The personalized lesson help students build on their knowledge and remediate gaps in understanding.
2. AVID-Advancement Via Individual Determination, is a college and career readiness program designed to help students develop the skills they need to be successful in high school and beyond. AVID strategies can provide multiple learning paths for students to meet students unique learning needs.
3. PLCs collectively develop clear, student-centered objectives for student learning using data to guide instructional focus. PLCs allow educators opportunities to directly improve teaching and learning. When PLC's are done with fidelity, they can significantly improve student achievement.
4. USAs are designed to identify areas of weakness for targeted remediation through classroom instruction as well as Pirate Academy tutorial.

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

ECMS incorporates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expectations, communicating promptly with parents, and monitoring our SwPBS.

In FY23 193 students received one or more suspensions from school as a result of not adhering to the Student Code of Conduct. Suspensions are an early warning indicator as students are not receiving the instruction within the classroom. It also may lead to students not feeling safe on a school campus.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to 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 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:

- (g) History of 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

Measurable Outcome:

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

By June 2024 we will reduce the number of suspensions for students by 10%.

Monitoring:

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

Discipline data will be monitored and reviewed monthly.

Data chats will be held with students receiving discipline referrals quarterly.

Conference and parent contact logs will be monitored by administration for students who have early warning indicators.

Person responsible for monitoring outcome:

Marellius King (marellius.king@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.)

We have anti-bullying programs and procedures, structured lessons, and implementation of SwPBS programs. Violence prevention programs will be integrated through our school guidance department to include peer mediation, peer counseling, and teen leadership classes. In addition, ECMS has three school counselors, a Behavioral Health Professional, and a Co-located therapist- all who provide emotional and mental health assistance through the form of individual and group meetings. Twice monthly during the extended period, teachers teach School-wide Positive Behavior Support and Character Now lessons to

students that focus on various topics. Students have the opportunity to be recognized for their positive behavior through CREED call outs where teachers acknowledge their adherence to the rules and procedures.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Principal and Assistant Principals: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs.

School Counselors and Behavioral Health Professional: Supports a positive culture and environment through the SEL lessons they help to write and teach. and through the small group/individual counseling and interactions to ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. ECMS was named a PBIS School of Resilience for School-wide Positive Behavior Support Implementation.

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.

No action steps were entered for this area of focus