

# Emerald Cove Middle School

8-Step problem solving step zero school strategic goals  
students instruction improvement increased achievement  
environment supportive leadership effective strategies resources assessment ambitious  
family and community involvement planning building relationships  
public and mission vision



## 2014-15 School Improvement Plan

## Emerald Cove Middle School

9950 STRIBLING WAY, Wellington, FL 33414

[www.edline.net/pages/emerald\\_cove\\_middle\\_school](http://www.edline.net/pages/emerald_cove_middle_school)

### School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	40%
Alternative/ESE Center	Charter School	Minority
No	No	55%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

In addition, we ensure that relationship-building is a clear priority with our staff. During the first days of school our faculty set a positive tone. In addition, we infuse "Words of Wisdom" daily by the Principal that infuses character building messages and cultural diversity acceptance. We also provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings. Within the classroom, teachers embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Select students receive instruction regarding social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community through teen leadership classes, social personal classes and where needed individual counseling with guidance counselors. The guidance department implements a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources. ;

In addition, we teach, reinforce, and reteach where needed the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school. In addition, adults across the campus clarify their expectations for positive interpersonal interaction and monitor areas of the campus. Student leaders emerge through various groups/activities across campus, and are used as peer mediators to assist students in need.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The Pirate Creed and Universal Guidelines and behavior matrix are taught during the first week of school in each classroom. In addition, a "town-hall meeting" is held with grade levels and the expectations are reinforced by administration to ensure students are aware of school expectations. Teachers have received training in Love and Logic Practices as well as classroom management strategies. The SwPBS team reviews discipline data and discusses strategies to decrease behaviors that are not conducive to learning. Within the classroom, differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

The guidance department implements a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction through teen leadership courses that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school based team meets weekly to discuss students with barriers to academic and social success. Guidance and Administration monitors and checks in with students in need of positive adult interactions and positive feedback throughout the school day. The guidance department connects students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc). There is a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

### **Early Warning Systems**

**The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).**

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- ii. One or more suspensions, whether in school or out of school
- iii. Course failure in English Language Arts or mathematics
- iv. Level 1 or 2 score on the statewide, standardized assessments in English Language Arts or mathematics

We utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). EDW reports are generated and monitored for students who have attendance, behavioral or academic concerns. The School based Team meets weekly to review data and discusses plans to assist students.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	12	31	22	65
One or more suspensions	22	52	53	127
Course failure in ELA or Math	0	2	1	3
Level 1 on statewide assessment	62	69	77	208

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	33	31	71

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Reading Plus, Tutorials,
- Planned Discussions, Goal Setting for identified students;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

### PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

### Description

Recruit parents for SAC membership and participation to increase volunteer hours and provide additional parent input and guidance. Recruit parents for PTSA involvement and participation for parent training in the following areas: Tips for Helping with Homework, Ideas for Dealing with Bullying Behavior, Parent Strategies for Study Skills Support, Steps for Monitoring Student Work.

Assignments and Grades. ECMS will also solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems through the SEQS. Open House and curriculum night will be well advertised and teachers and administrators will be available to parents. Through SAC we will offer interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology and school news will be communicated in various methods-newsletters, parentlink callouts, email, and the school webpage.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The Parent Teacher Student Association (PTSA) of ECMS utilizes a business partner liaison who works closely with local businesses to secure their support of student academic initiatives. The PTSA and SAC meet monthly and at both meetings the needs of the school are discussed. Teacher and school grants are written and fulfilled to improve academic achievement. Local businesses are recognized in various ways: the newsletter, banners in school, and on the school website.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Smith Feaman, Eugina	Principal
Fredrickson, Tom	Assistant Principal
King, Marellius	Assistant Principal
Wheeler, Jason	Assistant Principal
Morphesis, April	Teacher, K-12
Leatherman, Janell	Guidance Counselor
Nash, Tracey	Teacher, ESE
Accorto, Michael	Teacher, K-12
Burke, Alan	Teacher, K-12
Dorish, Staci	Teacher, K-12
Jensen, Rae	Teacher, ESE
Kovacs, Kimberly	Teacher, K-12
Maxwell, William	Instructional Technology
Richards, Cynthia	Teacher, K-12
Schmitt, Angela	Teacher, K-12

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

2. Leadership Team Members/Function:

SBLT: Leader:

- Facilitates SBLT meeting and the Problem solving processes during these meetings.
- Attends monthly district professional development meetings and implements directives with fidelity
- Coordinates/Consults with teachers and case liaisons on research-based interventions and monitors implementation fidelity,

Administrators:

- 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

Counselors:

- Attend leadership meeting
- Act as case liaisons for individual students who are being monitored through the RTI process
- Provide professional development to staff as requested on 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

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

Professional Development Chair:

- Attends leadership meetings
- Consults with leadership team on professional development opportunities available to strengthen supports at all Tiers
- Works with the leadership team to develop professional development opportunities to meet the needs of students (based on information discussed during data-chats)
- Monitors implementation of professional development activities and makes sure they are implemented with fidelity

School Support Staff: Nurses, School Resource officer:

- Attends leadership meetings
- Provides input related to students, school safety and resources available to assist students who may be having difficulty
- Consults with team related to areas of safety concern

School Psychologist:

- Attends all leadership meetings
- Provides input in developing interventions and progress monitoring tools
- Assists in evaluating interventions and progress monitoring fidelity
- Provides support for interventions to the classroom teachers

Parent(s)/Guardian(s):

- Attends meetings as available.
- Provides relevant home/community/medical and social information in their preferred language.
- Collaborates with school personnel in implementing interventions.

Classroom Teachers:

- Offers interventions to student identified as deficient in a benchmark.
- Completes documentation requested by team leader prior to meetings
- Implements with fidelity interventions indicated in Student Intervention Plan and monitors student progress on district required forms (2106, 2284, 2318)

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and***

***supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

1. CORE (Tier 1): Florida State Standards: The CORE includes all students and there are several supports in place to monitor the effectiveness of academic instruction and behavior at the CORE level. Administrators monitor lesson plans, perform classroom walk-through and evaluations and provide feedback to teachers to improve academic instruction and improve positive behavior in each classroom. Administrators make sure highly qualified teachers are providing instruction with fidelity. A variety of data is analyzed by grade group and department (LTM'S) (EDW, Diagnostic Reports, Individual Student Work Samples and ODR's) to determine the effectiveness of instruction in reading, math, writing and Science. This analysis is done quarterly and changes in curriculum are made if deemed necessary. To determine what changes need to be made, the LTM's engage in a problem solving and make suggestions which are then checked my administration. These LTM meetings occur during PDD days.

The problem solving Teams at the CORE (Tier 1) include:

SWPBSS team meets monthly to review school-wide discipline data and makes recommendations to improve safety and positive behavior school-wide.

LTM: Grade Level/Departments meet quarterly to review current data and make curriculum recommendations.

Leadership Team: Meets weekly every Friday- administrators and department chairs to problem solve any issues arising or observed during weekly monitoring and/or data collection.

FIDELITY CHECKS: Classroom walk-through, Teacher Lesson Plans, Student Data

SUPPLEMENTAL (Tier2): Teachers and administrators respond to students with academic and behavior difficulty by providing supplemental instruction and support. This supplemental support is provided in addition to the CORE. Prior to students being referred to SBT for evaluation, teachers engage in problem solving in the classroom and document these interventions. Interventions include: Evidence-based interventions matched to students deficiency, smaller group instruction, additional instructional time (intensive classes) in deficient area of need.

Intensive Reading: Students who are not proficient in reading based on FAIR and FCAT results performing receive supplemental instruction in an Intensive Reading Class or intervention course by a reading endorsed teacher. Students' progress is monitored and if necessary, referred to SBT if these interventions are not proving to show student growth in Reading.

Intensive (Tier3): Students not responding to supports at the supplemental level are referred to SBT and intensive interventions are designed and monitored utilizing progress monitoring form (2264). At this intensive level of support more individualized instructional and behavioral interventions are monitored and implemented. These interventions are in addition to and in alignment with CORE instruction and supplemental interventions. . Some examples include: one-on- one instruction of an individual skill by a certified reading specialist, an individual behavior plan, specialized counseling and/or referral to outside agencies that have a cooperative agreement with the School district of Palm Beach County. At this level, progress is monitored through the RTI process documented on (2264).

Problem Solving Team at Supplemental/Intensive Level:

SBT: Meets bi-weekly to review individual student data, design and implement intervention plans, make referrals for additional support and problem solve both academic and behavioral issues that have not been resolved at the CORE (Tier 1 level)

At each tier of support: CORE, Supplemental and Intensive there is continuous progress monitored through a problem solving process: define the problem, analyze the data, Implement a research based strategy and then evaluate effectiveness. If proven unsuccessful, begin the process again. Our school incorporates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expectations, communicating promptly with parents, and monitoring our SwPBS. We update our action plans frequently. We inspire an appreciation for multicultural diversity through our anti-bullying programs and procedures, structured lessons, and implementation of SwPBS programs. Nutrition programs will be taught to students through the Physical Education department using the federal nutrition guidelines. Violence prevention programs

will be integrated through our school guidance department to include peer mediation, peer counseling, and teen leadership classes. Our school utilizes Career and Technical training classes to provide students with a seamless transition to the post-secondary level.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
April Morphesis	Teacher
Eugina Feaman	Principal
Angela Schmitt	Teacher
Lourdes Waite	Parent
Jill Hardwick	Parent
Jocelyn Brown	Parent
Albretta Husik	Parent
Carmelo Calderone	Parent
Carol Sharpe	Parent
Christina Matthews	Parent
Cynthia Richards	Teacher
Dani Bennett	Parent
Eleanor Bernstein	Parent
Glen Bernstein	Parent
Hellen Cook	Parent
Julius Wynn	Business/Community
Kim Silha	Parent
Lisa Murphy	Parent
Miguel Campos	Parent
Patricia Mullings	Parent
Terri Priure	Parent
Sekai Wynn	Student
	Student
Karen Franklin	Education Support Employee

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The School Advisory Council reviewed the strategies that were used last year in correlation with our FY 14 data. Discussions were held to reflect what was working and what needed to be improved upon.

*Development of this school improvement plan*

The School Advisory Council will use data to drive decisions and prioritize academic needs of the students and of the school. The School Advisory Council will evaluate the plan throughout the year and adjust as needed.

*Preparation of the school's annual budget and plan*

School Advisory members were educated as to their part in approving the spending of school improvement funds through the SAC bylaws. SAC members discussed that funds approved to be spent must be prioritized to those that have the most educational value for student improvement. The School Advisory Council will follow Florida Statute 24.121(5)(c) stating that:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

School Improvement funds were not available last year; therefore no funds were allocated to any project through SAC.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

The school is in compliance for all areas with the exception of the percentage of Black population. The SAC is actively recruiting additional members by inviting parents to join via call-outs, the newsletter, and the Edline webpage.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Fredrickson, Tom	Assistant Principal
Wheeler, Jason	Assistant Principal
King, Marellius	Assistant Principal
Smith Feaman, Eugina	Principal
Richards, Cynthia	Teacher, K-12
Morphesis, April	Teacher, K-12
Highsmith, Toni	Instructional Media
Nash, Tracey	Teacher, ESE
Burke, Alan	Teacher, K-12
Accorto, Michael	Teacher, K-12
Kovacs, Kimberly	Teacher, K-12
Dorish, Staci	Teacher, K-12
Leatherman, Janell	Guidance Counselor
Schmitt, Angela	Teacher, K-12

#### Duties

##### **Describe how the LLT promotes literacy within the school**

This group of professionals is comprised of leaders in the school who will help to infuse literacy practices school-wide. The team uses data to establish the literacy goals for the school year. The utilization of the READ 180 program in Intensive Reading Classes and Reading Plus school-wide will be a focus. In addition, the infusion of writing practices in all content areas will be a focus. This leadership the team meets monthly and reviews goals and plans of action to improve. Needed professional development will be determined and held.

#### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

##### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

One venue for encouraging positive working relationships with teachers is participation in Learning Team, Department and Grade Level Meetings which are held monthly. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration within these groups. Departments plan together and communicate instructional needs. District trainers assist various departments and share strategies to be implemented within the classroom.

##### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Administration utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures. Highly qualified instructional personnel are acquired by office interviews of a varied team including administration and subject area teachers. Administration monitors and assists all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time. Once hired, all new teachers are assigned a mentor and grade level Assistant Principal as a contact.

All teachers receive ongoing staff development through scheduled PDD days, Learning Team Meetings,

and monthly staff meetings held by the Administration and PDD Team. The Content Area Department Chairpersons assist teachers with instruction and grade level liaisons support hold monthly meetings to support and inform teachers.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

New teachers are paired with mentor teachers based on subject area and location in the school. Support meetings are scheduled with assigned mentor and school facilitator to assist them in completing the district mandated assignments as well as to assist in any need. The new teacher and mentor teacher follow the district guidelines and coordination of activities.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Teachers receive ongoing Professional Development by district READ 180, Reading Plus, and Secondary Curriculum Specialist on best practices and program supports to implement within their classroom lessons. In addition, rigor and engagement training will be provided to all teachers.

#### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs within the Intensive Reading Courses.
- Providing instruction aligned with the Language Arts Florida Standards for their grade level

- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 1,350

This tutoring program is designed to boost classroom reading and math proficiency. There will be before and afterschool tutoring and use of the Reading Plus online program. Students are taught literacy and math skills relevant to their needs.

**Strategy Rationale**

There are some students without computer access at home. This will allow students to access the program at school and receive assistance by certified staff. In addition, within a small group setting, teachers will be able to further differentiate based on student needs.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Fredrickson, Tom, tom.fredrickson@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is first collected by a pre-assessment. Students are assessed throughout the program using mini assessments. FSA Reading and Math will serve as summative assessments to determine effectiveness.

## Student Transition and Readiness

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Members of the leadership team and particular school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

College and career readiness is a guiding principle in Emerald Cove's comprehensive school counseling program. Small groups are offered throughout the year to help students with organizational strategies, study skills, relational skills, and other academic, social, and career-related skills for success throughout life. Additionally, several courses have been designed to introduce students to post-secondary opportunities. Beginning in sixth grade, Business and Teen Leadership are offered as elective choices and begin to address post-secondary opportunities. Multi-media resources are utilized to facilitate the exploration of college and career choices. This includes the Florida Choices web tool for interest inventories, skill surveys, career cluster descriptions, and college profiles. Important life skills are also addressed in these courses: resume building, interviewing skills, communication skills, practice in public speaking, interpersonal skills, responsibility and accountability, etc. In seventh grade, students are required to take Civics. This course includes a unit on career exploration. Additionally, both seventh and eighth graders can elect to take a Career Research & Decision Making course where academic skills important to success are emphasized and students are taught to work at a higher level in preparation for entering the post-secondary world. Reading and writing skills that will be necessary for success on SAT, ACT, and GRE tests are introduced and practiced.

In addition teachers participate in the Reach Higher Initiative and promote their colleges via signage and spirit wear.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Students are given course selection sheets to choose their preference of electives. Guidance counselors meet with students one on one as needed to customize their schedule based on academic goals.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Organizational strategies, study skills, relational skills, and other academic, social, and career-related skills.

Florida Choices web tool for interest inventories, skill surveys, career cluster descriptions, and college profiles.

Resume building, interviewing skills, communication skills, practice in public speaking, interpersonal skills, responsibility and accountability.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Counselors work closely with feeder high schools and promote choice academies. Counselors also conduct classroom guidance and individual counseling sessions with students. The Reach Higher Initiative is in effect throughout campus with teachers promoting post-secondary colleges.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal              **B** = Barrier              **S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

### Strategic Goals Summary

- G1.** In FY15 ECMS students will make learning gains in Mathematics
- G2.** In FY15 ECMS students will make learning gains in Reading and Writing

### Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** In FY15 ECMS students will make learning gains in Mathematics 1a



**Targets Supported** 1b

Indicator	Annual Target
Math Gains	71.0
Math Lowest 25% Gains	58.0

**Resources Available to Support the Goal** 2

- Keely Spinelli grant
- Online teaching resources such as Khan academy, Brain Pop, Discovery Education
- Learning Village
- Sunbay Math Pilot Program

**Targeted Barriers to Achieving the Goal** 3

- Varying levels of math ability
- Students performing in our lowest 25% are lacking some basic skills that hold them back from making learning gains
- Lack of Motivation

**Plan to Monitor Progress Toward G1.** 8

Fall and Winter Diagnostic results and FY15 FSA results.

**Person Responsible**

Eugina Smith Feaman

**Schedule**

Quarterly, from 10/21/2014 to 6/4/2015

**Evidence of Completion**

Reports from Performance Matters that show student growth in Mathematics.

**G2.** In FY15 ECMS students will make learning gains in Reading and Writing 1a

 G043516

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	80.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	65.0

**Resources Available to Support the Goal** 2

- Keely Spinelli Grant
- Reading Plus
- New Language Arts text book

**Targeted Barriers to Achieving the Goal** 3

- Student motivation
- Students performing in the lowest 25%
- Students not making meaningful connections to text and responding in writing

**Plan to Monitor Progress Toward G2.** 8

Fall and Winter Diagnostic results, Palm Beach Performance data, and FY15 FSA results .

**Person Responsible**

Eugina Smith Feaman

**Schedule**

Quarterly, from 11/10/2014 to 6/4/2015

***Evidence of Completion***

Reports from Performance Matters that show student growth in Reading and Writing.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal              **B** = Barrier              **S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

**G1.** In FY15 ECMS students will make learning gains in Mathematics **1**

 G048768

**G1.B1** Varying levels of math ability **2**

 B121751

**G1.B1.S1** Teachers will use test data and classroom observations to differentiate lessons to meet student needs. **4**

 S133708

### Strategy Rationale

Differentiating enables teachers to meet student needs across all levels

### Action Step 1 **5**

Teachers analyze Math data for their individual classes

### Person Responsible

Tom Fredrickson

### Schedule

Quarterly, from 11/10/2014 to 6/4/2015

### Evidence of Completion

Teachers will complete a data analysis worksheet to be handed into their grade level administrators

## Action Step 2 5

Teachers select differentiated strategies to meet the individual needs of their students using professional knowledge, learning village, and online teaching resources.

### **Person Responsible**

Tom Fredrickson

### **Schedule**

Weekly, from 11/10/2014 to 6/4/2015

### ***Evidence of Completion***

Differentiating strategies will be included in the weekly lesson plans

## Action Step 3 5

Teachers will meet in departments to collaborate and share differentiating strategies

### **Person Responsible**

Tom Fredrickson

### **Schedule**

Monthly, from 11/10/2014 to 6/4/2015

### ***Evidence of Completion***

Department meeting agenda and minutes

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will look for differentiated learning strategies in classroom walkthroughs and in teacher lesson plans.

### **Person Responsible**

Tom Fredrickson

### **Schedule**

Biweekly, from 10/21/2014 to 6/4/2015

### ***Evidence of Completion***

Observation, teacher observation data tool

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Check student performance on the SY15 Winter Diagnostics and classroom assessments

### Person Responsible

Tom Fredrickson

### Schedule

Monthly, from 10/21/2014 to 6/4/2015

### Evidence of Completion

Teachers complete a data analysis to check for an increased number of students making learning gains. Teachers submit the data analysis to their subject area administrator.

**G1.B2** Students performing in our lowest 25% are lacking some basic skills that hold them back from making learning gains 2

 B121752

**G1.B2.S1** Create before school, after school, and/or weekend tutorial programs. 4

 S133712

### Strategy Rationale

Students who are performing low on state and classroom tests need specialized instruction based on their deficiencies. Instruction based on their deficiencies will allow them to catch up where they have fallen behind.

### Action Step 1 5

Use the K-12 grant to fund a tutorial program

### Person Responsible

Eugina Smith Feaman

### Schedule

Weekly, from 1/6/2015 to 3/31/2015

### Evidence of Completion

A schedule will be created to reflect the days and times of the tutorial

## Action Step 2 5

Student data will be collected to target our lowest performing students

### **Person Responsible**

Eugina Smith Feaman

### **Schedule**

On 11/14/2014

### ***Evidence of Completion***

Data charts will be utilized

## Action Step 3 5

Students will be grouped and instructed based on deficiency needs

### **Person Responsible**

Eugina Smith Feaman

### **Schedule**

Weekly, from 1/6/2015 to 5/31/2015

### ***Evidence of Completion***

Attendance logs showing student participation and teachers tutorial lesson plans

## Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will utilize sign in sheets and student portfolios showing work completion

### **Person Responsible**

Tom Fredrickson

### **Schedule**

Weekly, from 1/6/2015 to 5/31/2015

### ***Evidence of Completion***

Student sign in sheets and student portfolios will be collected and monitored.

## Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor student performance on the Winter Diagnostic and classroom assessments

### Person Responsible

Tom Fredrickson

### Schedule

Monthly, from 2/6/2015 to 3/3/2015

### Evidence of Completion

Student data reports for the Winter Diagnostic and classroom assessments will be collected and reviewed.

## G1.B3 Lack of Motivation 2



**G1.B3.S1** The Sunbay Math IPad program will be used in 6th and 7th grade regular education Math classes. 4



### Strategy Rationale

The Sunbay Math program uses IPads to engage students in digital learning through interactive hands on applications.

## Action Step 1 5

Teachers complete a training for the program

### Person Responsible

Michael Accorto

### Schedule

On 9/11/2014

### Evidence of Completion

Sign in sheets

## Action Step 2 5

Teachers implement the program in their classrooms

### **Person Responsible**

Michael Accorto

### **Schedule**

Weekly, from 10/1/2014 to 6/4/2015

### ***Evidence of Completion***

Teacher lesson plans and program data

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Students usage and data is recorded through the program.

### **Person Responsible**

Michael Accorto

### **Schedule**

Weekly, from 10/1/2014 to 6/4/2015

### ***Evidence of Completion***

Student data reports will be reviewed.

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers will use classroom assessments to gauge the effectiveness of this program

### **Person Responsible**

Tom Fredrickson

### **Schedule**

Weekly, from 10/1/2014 to 6/4/2015

### ***Evidence of Completion***

Administrator will collect data from teachers to monitor for effectiveness of this program.

**G2.** In FY15 ECMS students will make learning gains in Reading and Writing 1

 G043516

**G2.B1** Student motivation 2

 B106672

**G2.B1.S1** Reading Plus 4

 S132393

**Strategy Rationale**

Reading Plus is research oriented web-based program that transforms how, what, and why students read while broadening interests and building knowledge.

**Action Step 1** 5

Students are taken to a computer lab through their Language Arts class to complete an initial reading assessment

**Person Responsible**

Cynthia Richards

**Schedule**

On 9/17/2014

**Evidence of Completion**

Data from Reading Plus is collected for all students

**Action Step 2** 5

Students are given a tutorial of how to use the program through their Language Arts classes

**Person Responsible**

Cynthia Richards

**Schedule**

On 9/26/2014

**Evidence of Completion**

Teacher lesson plans

### Action Step 3 5

Students are given a goal of completing 7 lessons per week at home as part of a homework requirement

#### **Person Responsible**

Cynthia Richards

#### **Schedule**

Weekly, from 9/29/2014 to 6/4/2015

#### **Evidence of Completion**

Usage Data is collected from the Reading Plus program

### Action Step 4 5

Students who complete their goal and make progress in their reading efficiency will be given a certificate and a coupon for a free smoothie in the cafeteria.

#### **Person Responsible**

Cynthia Richards

#### **Schedule**

Monthly, from 9/29/2014 to 6/4/2015

#### **Evidence of Completion**

Certificates will be printed and handed out

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Students will be given a homework grade for participation in Reading Plus

#### **Person Responsible**

Eugina Smith Feaman

#### **Schedule**

Weekly, from 10/21/2014 to 6/4/2015

#### **Evidence of Completion**

Teacher grade book

## Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Students will be given updates on their reading improvement through the Reading Plus program

### Person Responsible

Cynthia Richards

### Schedule

Monthly, from 10/21/2014 to 6/4/2015

### Evidence of Completion

Reading Plus student growth data reports

## G2.B1.S2 CRISS strategies to engage students 4



### Strategy Rationale

Project CRISS is a research based program that focuses on students being actively involved in the learning process through discussing, writing, organizing information, and analyzing the structure of text to help improve comprehension.

## Action Step 1 5

Call the Professional Development department of the School District to find out how our school can have this professional development at our school and what the cost will be.

### Person Responsible

Eugina Smith Feaman

### Schedule

On 10/10/2014

### Evidence of Completion

Dr. Feaman will inform the professional development team at ECMS of her findings.

## Action Step 2 5

Complete a grant for the cost of the CRISS professional development.

**Person Responsible**

April Morphesis

**Schedule**

On 10/31/2014

***Evidence of Completion***

The grant will be given to the principal, Dr. Feaman.

## Action Step 3 5

The grant will be reviewed and voted on at the November SAC meeting

**Person Responsible**

April Morphesis

**Schedule**

On 11/13/2014

***Evidence of Completion***

The grant process will be noted in the November SAC meeting minutes.

## Action Step 4 5

Once the grant is approved, the PBC school district will be contacted to order the supplies and set up a date for the project CRISS professional development.

**Person Responsible**

Eugina Smith Feaman

**Schedule**

On 11/18/2014

***Evidence of Completion***

Mrs. Jensen will add the training to the agenda of the Dec. 13th professional development day.

## Action Step 5 5

Language Arts, Science, and Social Studies teachers will attend a Project CRISS professional development

### **Person Responsible**

Rae Jensen

### **Schedule**

On 12/11/2014

### ***Evidence of Completion***

A sign in sheet will be maintained for the teachers present

## Action Step 6 5

Teachers will begin implementing CRISS strategies into their lessons

### **Person Responsible**

Tom Fredrickson

### **Schedule**

On 6/4/2015

### ***Evidence of Completion***

Administrators will look for CRISS strategies to be included in teacher lesson plans and observe teachers using strategies in observation.

## Action Step 7 5

Departments will meet to collaboratively share and plan the most effective ways to include CRISS strategies into instruction

### **Person Responsible**

Marellius King

### **Schedule**

Monthly, from 1/6/2015 to 6/4/2015

### ***Evidence of Completion***

Department meeting agendas and minutes

## Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators will monitor submitted lesson plans for the inclusion of CRISS strategies

### **Person Responsible**

Marellius King

### **Schedule**

Weekly, from 11/10/2014 to 6/4/2015

### **Evidence of Completion**

Teacher submitted lesson plans

## Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators will look for CRISS strategies as a part of the classroom walkthroughs and observations requirement.

### **Person Responsible**

Marellius King

### **Schedule**

Monthly, from 11/5/2014 to 11/5/2014

### **Evidence of Completion**

Iobservation teacher evaluation monitoring tool.

## Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administrators will observe student participation through classroom observations

### **Person Responsible**

Marellius King

### **Schedule**

Biweekly, from 1/6/2015 to 6/4/2015

### **Evidence of Completion**

Observation data will be collected from Iobservation

**G2.B2 Students performing in the lowest 25%** 2

 B115457

**G2.B2.S1** Teachers will identify their students performing in the lowest 25% and differentiate lessons to meet their needs. 4

 S132600

**Strategy Rationale**

Differentiating enables teachers to meet students needs across all levels.

**Action Step 1** 5

Teachers analyze Reading data for their individual classes

**Person Responsible**

Cynthia Richards

**Schedule**

Quarterly, from 11/10/2014 to 6/4/2015

**Evidence of Completion**

Teachers will complete a data analysis worksheet to be handed into their grade level administrators

**Action Step 2** 5

Teachers select differentiated strategies to meet the individual needs of their students

**Person Responsible**

Eugina Smith Feaman

**Schedule**

Weekly, from 11/10/2014 to 6/4/2015

**Evidence of Completion**

Differentiating strategies will be included in the weekly lesson plans

## Action Step 3 5

Teachers will meet in departments to collaborate and share differentiating strategies

### **Person Responsible**

Eugina Smith Feaman

### **Schedule**

Monthly, from 11/10/2014 to 6/4/2015

### ***Evidence of Completion***

Department meeting agenda and minutes

## Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Teacher's lesson plans will reflect differentiating strategies

### **Person Responsible**

Eugina Smith Feaman

### **Schedule**

Weekly, from 11/10/2014 to 6/4/2015

### ***Evidence of Completion***

Teachers will submit weekly lesson plans to their department administrator. Administrator will check for differentiated strategies.

## Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators will look for differentiated instructional strategies as a part of the classroom walkthroughs and observations requirement

### **Person Responsible**

Eugina Smith Feaman

### **Schedule**

Biweekly, from 11/12/2014 to 6/4/2015

### ***Evidence of Completion***

Observation, teacher observation data tool

## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Check student performance on the SY15 Reading Diagnostics and classroom assessments

### **Person Responsible**

Jason Wheeler

### **Schedule**

Monthly, from 11/10/2014 to 6/4/2015

### **Evidence of Completion**

Teachers complete a data analysis to check for an increased number of students making gains from the target group. Teachers submit the data analysis to their subject area administrator.

## G2.B2.S2 Create before school, after school, and/or weekend tutorial programs. 4



### **Strategy Rationale**

Students who are performing low on state tests need specialized instruction based on their deficiencies. Instruction based on their deficiencies will allow them to catch up where they have fallen behind.

## Action Step 1 5

Use the Keely Spinelli grant to fund a tutorial program

### **Person Responsible**

Eugina Smith Feaman

### **Schedule**

Weekly, from 1/6/2015 to 3/31/2015

### **Evidence of Completion**

A schedule will be created to reflect the days and times of the tutorial

## Action Step 2 5

Student data will be collected to target our lowest performing students

**Person Responsible**

Eugina Smith Feaman

**Schedule**

On 11/14/2014

***Evidence of Completion***

Data charts will be utilized

## Action Step 3 5

Students will be grouped and instructed based on deficiency needs

**Person Responsible**

Eugina Smith Feaman

**Schedule**

Weekly, from 1/6/2015 to 5/31/2015

***Evidence of Completion***

Attendance logs showing student participation and teachers tutorial lesson plans

## Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Teachers will utilize sign in sheets and student portfolios showing work completion

**Person Responsible**

Jason Wheeler

**Schedule**

Weekly, from 1/6/2015 to 5/31/2015

***Evidence of Completion***

Student sign in sheets and student portfolios will be collected and monitored.

## Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Monitor student performance on the Winter Diagnostic and FAIR tests

### Person Responsible

Jason Wheeler

### Schedule

Monthly, from 2/6/2015 to 3/3/2015

### Evidence of Completion

Student data reports for the Winter Diagnostic and FAIR tests will be collected and reviewed.

## G2.B3 Students not making meaningful connections to text and responding in writing 2

 B115458

### G2.B3.S1 Each department will utilize a fundamental reading and responding strategy. 4

 S132736

### Strategy Rationale

If each department is using a different strategy based on their content area, then all students are being targeted and given tools for successful ways to respond to writing while also improving reading skills.

## Action Step 1 5

Each department is given a different strategy for students to read and respond to text. Language Arts and Reading will be using writing rubrics and authors purpose to respond to text, Social Studies will be using primary sources and text features for students to explore and respond to, Science will have students write ten percent summaries to respond to text, and Math and Electives will be analyzing vocabulary words in context to support vocabulary development in writing.

### Person Responsible

Eugina Smith Feaman

### Schedule

Daily, from 10/21/2014 to 6/4/2015

### Evidence of Completion

Lesson plans that reflect these strategies and classroom walk throughs

## Action Step 2 5

Departments will meet to collaborate and how they will be using these strategies in their daily instruction

### **Person Responsible**

Eugina Smith Feaman

### **Schedule**

Monthly, from 10/21/2014 to 6/4/2015

### ***Evidence of Completion***

Department agenda and minutes

## Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teachers will include strategies in their daily lesson plans which are sent to administration

### **Person Responsible**

Eugina Smith Feaman

### **Schedule**

Biweekly, from 10/21/2014 to 6/4/2015

### ***Evidence of Completion***

Administrators will monitor fidelity of implementation through classroom walkthroughs to observe students using the writing strategies.

## Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor performance on the Palm Beach Performance assessments

### **Person Responsible**

Cynthia Richards

### **Schedule**

Weekly, from 10/21/2014 to 6/4/2015

### ***Evidence of Completion***

Collect data from writing scores on the Palm Beach Performance assessments.

**G2.B3.S2** Teachers will use Webb's Depth of Knowledge in daily instruction to provide rigor when engaging in content and writing about text. 4

 S132747

### Strategy Rationale

Using Webb's Depth of Knowledge will provide a vocabulary and a frame of reference to provide rigor when engaging in content and writing about text.

### Action Step 1 5

Teachers will be given a professional development training session on using Webb's Depth of Knowledge

#### Person Responsible

Tom Fredrickson

#### Schedule

On 10/9/2014

#### Evidence of Completion

Training sign in sheets

### Action Step 2 5

Teachers will use the four levels of DOK, focusing on levels 2-4 in their daily instruction

#### Person Responsible

Eugina Smith Feaman

#### Schedule

Daily, from 10/21/2014 to 6/4/2015

#### Evidence of Completion

Teacher lesson plans

## Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Classroom walkthroughs and observations

### **Person Responsible**

Jason Wheeler

### **Schedule**

Biweekly, from 10/21/2014 to 6/4/2015

### ***Evidence of Completion***

Monitor observation teacher data

## Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Students reading and writing skills will increase

### **Person Responsible**

Eugina Smith Feaman

### **Schedule**

Monthly, from 10/21/2014 to 6/4/2015

### ***Evidence of Completion***

Data from the Winter and Fall diagnostics and Palm Beach performance assessments can be compared for improvements in students ability to relate and respond to higher order questioning.

**G2.B3.S3** Reading Plus 4

 S132750

**Strategy Rationale**

Reading Plus is research oriented web-based program that transforms how, what, and why students read while broadening interests and building knowledge.

**Action Step 1** 5

Students will complete a minimum of 7 Reading Plus lessons a week as part of a homework requirement

**Person Responsible**

Cynthia Richards

**Schedule**

Weekly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

Reading Plus data will be collected for usage

**Action Step 2** 5

Language Arts teachers will rotate their classes through the computer labs to help students who do not have access to a computer.

**Person Responsible**

Cynthia Richards

**Schedule**

Biweekly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

A rotation schedule will be maintained

## Action Step 3 5

Open a before and after school lab for students that don't have access to a computer using the Keely Spinelli grant.

### **Person Responsible**

Michael Accorto

### **Schedule**

Weekly, from 10/21/2014 to 6/4/2015

### ***Evidence of Completion***

Maintain and Monitor sign in sheets

## Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Students will be given a homework grade for participation in Reading Plus

### **Person Responsible**

Jason Wheeler

### **Schedule**

Weekly, from 10/21/2014 to 6/4/2015

### ***Evidence of Completion***

Student grade report

## Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Students will be given updates on their reading improvement through the Reading plus program

### **Person Responsible**

Cynthia Richards

### **Schedule**

Monthly, from 10/21/2014 to 6/4/2015

### ***Evidence of Completion***

Reading Plus student growth data

**G2.B3.S4** Language Arts teachers will use the new state adopted textbook **4**

 S134397

**Strategy Rationale**

The new state adopted Language Arts textbook series will help teachers engage students in making meaningful connections to text as well as aiding in the writing process.

**Action Step 1** **5**

Language Arts teachers attend a 3 day training about the features and functions of the new textbook.

**Person Responsible**

Cynthia Richards

**Schedule**

On 7/24/2014

**Evidence of Completion**

District Professional Development sign in sheets

**Action Step 2** **5**

Teachers introduce the new textbook to students and begin using it for making connections with text and writing to include close reading strategies.

**Person Responsible**

Cynthia Richards

**Schedule**

Daily, from 8/12/2014 to 6/4/2015

**Evidence of Completion**

Teacher lesson plans

## Action Step 3 5

Teachers will begin to use the technology features with the students in a computer lab.

### **Person Responsible**

Cynthia Richards

### **Schedule**

Biweekly, from 10/6/2014 to 6/4/2015

### **Evidence of Completion**

Computer lab sign up calendar and weekly lesson plans

## Plan to Monitor Fidelity of Implementation of G2.B3.S4 6

Teachers will submit weekly lesson plans showing implementation of the textbook.

### **Person Responsible**

Eugina Smith Feaman

### **Schedule**

Weekly, from 8/12/2014 to 6/4/2015

### **Evidence of Completion**

Administration will observe teachers during classroom walkthroughs and observations.

## Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7

Teachers will collect data and monitor data from classroom assessments and online assessments

### **Person Responsible**

Eugina Smith Feaman

### **Schedule**

Monthly, from 8/12/2014 to 6/4/2015

### **Evidence of Completion**

Data from assessments will be monitored for student growth.

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Palm Beach - 3371 - Emerald Cove Middle School - 2014-15 SIP**  
**Emerald Cove Middle School**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Students are taken to a computer lab through their Language Arts class to complete an initial reading assessment	Richards, Cynthia	9/15/2014	Data from Reading Plus is collected for all students	9/17/2014 one-time
G2.B1.S2.A1	Call the Professional Development department of the School District to find out how our school can have this professional development at our school and what the cost will be.	Smith Feaman, Eugina	10/6/2014	Dr. Feaman will inform the professional development team at ECMS of her findings.	10/10/2014 one-time
G2.B2.S1.A1	Teachers analyze Reading data for their individual classes	Richards, Cynthia	11/10/2014	Teachers will complete a data analysis worksheet to be handed into their grade level administrators	6/4/2015 quarterly
G2.B3.S1.A1	Each department is given a different strategy for students to read and respond to text. Language Arts and Reading will be using writing rubrics and authors purpose to respond to text, Social Studies will be using primary sources and text features for students to explore and respond to, Science will have students write ten percent summaries to respond to text, and Math and Electives will be analyzing vocabulary words in context to support vocabulary development in writing.	Smith Feaman, Eugina	10/21/2014	Lesson plans that reflect these strategies and classroom walk throughs	6/4/2015 daily
G2.B3.S2.A1	Teachers will be given a professional development training session on using Webb's Depth of Knowledge	Fredrickson, Tom	10/9/2014	Training sign in sheets	10/9/2014 one-time
G2.B3.S3.A1	Students will complete a minimum of 7 Reading Plus lessons a week as part of a homework requirement	Richards, Cynthia	9/29/2014	Reading Plus data will be collected for usage	6/4/2015 weekly
G2.B2.S2.A1	Use the Keely Spinelli grant to fund a tutorial program	Smith Feaman, Eugina	1/6/2015	A schedule will be created to reflect the days and times of the tutorial	3/31/2015 weekly
G1.B1.S1.A1	Teachers analyze Math data for their individual classes	Fredrickson, Tom	11/10/2014	Teachers will complete a data analysis worksheet to be handed into their grade level administrators	6/4/2015 quarterly
G1.B2.S1.A1	Use the K-12 grant to fund a tutorial program	Smith Feaman, Eugina	1/6/2015	A schedule will be created to reflect the days and times of the tutorial	3/31/2015 weekly
G1.B3.S1.A1	Teachers complete a training for the program	Accorto, Michael	9/11/2014	Sign in sheets	9/11/2014 one-time
G2.B3.S4.A1	Language Arts teachers attend a 3 day training about the features and functions of the new textbook.	Richards, Cynthia	7/22/2014	District Professional Development sign in sheets	7/24/2014 one-time
G2.B1.S2.A2	Complete a grant for the cost of the CRISS professional development.	Morphesis, April	10/13/2014	The grant will be given to the principal, Dr. Feaman.	10/31/2014 one-time
G2.B2.S1.A2	Teachers select differentiated strategies to meet the individual needs of their students	Smith Feaman, Eugina	11/10/2014	Differentiating strategies will be included in the weekly lesson plans	6/4/2015 weekly
G2.B3.S1.A2	Departments will meet to collaborate and how they will be using these strategies in their daily instruction	Smith Feaman, Eugina	10/21/2014	Department agenda and minutes	6/4/2015 monthly
G2.B1.S1.A2	Students are given a tutorial of how to use the program through their Language Arts classes	Richards, Cynthia	9/18/2014	Teacher lesson plans	9/26/2014 one-time
G2.B3.S2.A2	Teachers will use the four levels of DOK, focusing on levels 2-4 in their daily instruction	Smith Feaman, Eugina	10/21/2014	Teacher lesson plans	6/4/2015 daily
G2.B3.S3.A2	Language Arts teachers will rotate their classes through the computer labs to help students who do not have access to a computer.	Richards, Cynthia	9/29/2014	A rotation schedule will be maintained	6/4/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.A2	Student data will be collected to target our lowest performing students	Smith Feaman, Eugina	11/10/2014	Data charts will be utilized	11/14/2014 one-time
G1.B1.S1.A2	Teachers select differentiated strategies to meet the individual needs of their students using professional knowledge, learning village, and online teaching resources.	Fredrickson, Tom	11/10/2014	Differentiating strategies will be included in the weekly lesson plans	6/4/2015 weekly
G1.B2.S1.A2	Student data will be collected to target our lowest performing students	Smith Feaman, Eugina	11/10/2014	Data charts will be utilized	11/14/2014 one-time
G1.B3.S1.A2	Teachers implement the program in their classrooms	Accorto, Michael	10/1/2014	Teacher lesson plans and program data	6/4/2015 weekly
G2.B3.S4.A2	Teachers introduce the new textbook to students and begin using it for making connections with text and writing to include close reading strategies.	Richards, Cynthia	8/12/2014	Teacher lesson plans	6/4/2015 daily
G2.B1.S2.A3	The grant will be reviewed and voted on at the November SAC meeting	Morphesis, April	11/13/2014	The grant process will be noted in the November SAC meeting minutes.	11/13/2014 one-time
G2.B2.S1.A3	Teachers will meet in departments to collaborate and share differentiating strategies	Smith Feaman, Eugina	11/10/2014	Department meeting agenda and minutes	6/4/2015 monthly
G2.B1.S1.A3	Students are given a goal of completing 7 lessons per week at home as part of a homework requirement	Richards, Cynthia	9/29/2014	Usage Data is collected from the Reading Plus program	6/4/2015 weekly
G2.B3.S3.A3	Open a before and after school lab for students that don't have access to a computer using the Keely Spinelli grant.	Accorto, Michael	10/21/2014	Maintain and Monitor sign in sheets	6/4/2015 weekly
G2.B2.S2.A3	Students will be grouped and instructed based on deficiency needs	Smith Feaman, Eugina	1/6/2015	Attendance logs showing student participation and teachers tutorial lesson plans	5/31/2015 weekly
G1.B1.S1.A3	Teachers will meet in departments to collaborate and share differentiating strategies	Fredrickson, Tom	11/10/2014	Department meeting agenda and minutes	6/4/2015 monthly
G1.B2.S1.A3	Students will be grouped and instructed based on deficiency needs	Smith Feaman, Eugina	1/6/2015	Attendance logs showing student participation and teachers tutorial lesson plans	5/31/2015 weekly
G2.B3.S4.A3	Teachers will begin to use the technology features with the students in a computer lab.	Richards, Cynthia	10/6/2014	Computer lab sign up calendar and weekly lesson plans	6/4/2015 biweekly
G2.B1.S2.A4	Once the grant is approved, the PBC school district will be contacted to order the supplies and set up a date for the project CRISS professional development.	Smith Feaman, Eugina	11/17/2014	Mrs. Jensen will add the training to the agenda of the Dec. 13th professional development day.	11/18/2014 one-time
G2.B1.S1.A4	Students who complete their goal and make progress in their reading efficiency will be given a certificate and a coupon for a free smoothie in the cafeteria.	Richards, Cynthia	9/29/2014	Certificates will be printed and handed out	6/4/2015 monthly
G2.B1.S2.A5	Language Arts, Science, and Social Studies teachers will attend a Project CRISS professional development	Jensen, Rae	12/11/2014	A sign in sheet will be maintained for the teachers present	12/11/2014 one-time
G2.B1.S2.A6	Teachers will begin implementing CRISS strategies into their lessons	Fredrickson, Tom	1/6/2015	Administrators will look for CRISS strategies to be included in teacher lesson plans and observe teachers using strategies in observation.	6/4/2015 one-time
G2.B1.S2.A7	Departments will meet to collaboratively share and plan the most effective ways to include CRISS strategies into instruction	King, Marellius	1/6/2015	Department meeting agendas and minutes	6/4/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Fall and Winter Diagnostic results and FY15 FSA results.	Smith Feaman, Eugina	10/21/2014	Reports from Performance Matters that show student growth in Mathematics.	6/4/2015 quarterly
G1.B1.S1.MA1	Check student performance on the SY15 Winter Diagnostics and classroom assessments	Fredrickson, Tom	10/21/2014	Teachers complete a data analysis to check for an increased number of students making learning gains. Teachers submit the data analysis to their subject area administrator.	6/4/2015 monthly
G1.B1.S1.MA1	Administrators will look for differentiated learning strategies in classroom walkthroughs and in teacher lesson plans.	Fredrickson, Tom	10/21/2014	lobservation, teacher observation data tool	6/4/2015 biweekly
G1.B2.S1.MA1	Monitor student performance on the Winter Diagnostic and classroom assessments	Fredrickson, Tom	2/6/2015	Student data reports for the Winter Diagnostic and classroom assessments will be collected and reviewed.	3/3/2015 monthly
G1.B2.S1.MA1	Teachers will utilize sign in sheets and student portfolios showing work completion	Fredrickson, Tom	1/6/2015	Student sign in sheets and student portfolios will be collected and monitored.	5/31/2015 weekly
G1.B3.S1.MA1	Teachers will use classroom assessments to gauge the effectiveness of this program	Fredrickson, Tom	10/1/2014	Administrator will collect data from teachers to monitor for effectiveness of this program.	6/4/2015 weekly
G1.B3.S1.MA1	Students usage and data is recorded through the program.	Accorto, Michael	10/1/2014	Student data reports will be reviewed.	6/4/2015 weekly
G2.MA1	Fall and Winter Diagnostic results, Palm Beach Performance data, and FY15 FSA results .	Smith Feaman, Eugina	11/10/2014	Reports from Performance Matters that show student growth in Reading and Writing.	6/4/2015 quarterly
G2.B1.S1.MA1	Students will be given updates on their reading improvement through the Reading Plus program	Richards, Cynthia	10/21/2014	Reading Plus student growth data reports	6/4/2015 monthly
G2.B1.S1.MA1	Students will be given a homework grade for participation in Reading Plus	Smith Feaman, Eugina	10/21/2014	Teacher grade book	6/4/2015 weekly
G2.B2.S1.MA1	Check student performance on the SY15 Reading Diagnostics and classroom assessments	Wheeler, Jason	11/10/2014	Teachers complete a data analysis to check for an increased number of students making gains from the target group. Teachers submit the data analysis to their subject area administrator.	6/4/2015 monthly
G2.B2.S1.MA1	Teacher's lesson plans will reflect differentiating strategies	Smith Feaman, Eugina	11/10/2014	Teachers will submit weekly lesson plans to their department administrator. Administrator will check for differentiated strategies.	6/4/2015 weekly
G2.B2.S1.MA2	Administrators will look for differentiated instructional strategies as a part of the classroom walkthroughs and observations requirement	Smith Feaman, Eugina	11/12/2014	lobservation, teacher observation data tool	6/4/2015 biweekly
G2.B3.S1.MA1	Monitor performance on the Palm Beach Performance assessments	Richards, Cynthia	10/21/2014	Collect data from writing scores on the Palm Beach Performance assessments.	6/4/2015 weekly
G2.B3.S1.MA1	Teachers will include strategies in their daily lesson plans which are sent to administration	Smith Feaman, Eugina	10/21/2014	Administrators will monitor fidelity of implementation through classroom walkthroughs to observe students using the writing strategies.	6/4/2015 biweekly
G2.B1.S2.MA1	Administrators will observe student participation through classroom observations	King, Marellius	1/6/2015	Observation data will be collected from lobservation	6/4/2015 biweekly
G2.B1.S2.MA1	Administrators will monitor submitted lesson plans for the inclusion of CRISS strategies	King, Marellius	11/10/2014	Teacher submitted lesson plans	6/4/2015 weekly
G2.B1.S2.MA2	Administrators will look for CRISS strategies as a part of the classroom walkthroughs and observations requirement.	King, Marellius	11/5/2014	lobservation teacher evaluation monitoring tool.	11/5/2014 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.MA1	Students reading and writing skills will increase	Smith Feaman, Eugina	10/21/2014	Data from the Winter and Fall diagnostics and Palm Beach performance assessments can be compared for improvements in students ability to relate and respond to higher order questioning.	6/4/2015 monthly
G2.B3.S2.MA1	Classroom walkthroughs and observations	Wheeler, Jason	10/21/2014	Monitor lobservation teacher data	6/4/2015 biweekly
G2.B2.S2.MA1	Monitor student performance on the Winter Diagnostic and FAIR tests	Wheeler, Jason	2/6/2015	Student data reports for the Winter Diagnostic and FAIR tests will be collected and reviewed.	3/3/2015 monthly
G2.B2.S2.MA1	Teachers will utilize sign in sheets and student portfolios showing work completion	Wheeler, Jason	1/6/2015	Student sign in sheets and student portfolios will be collected and monitored.	5/31/2015 weekly
G2.B3.S3.MA1	Students will be given updates on their reading improvement through the Reading plus program	Richards, Cynthia	10/21/2014	Reading Plus student growth data	6/4/2015 monthly
G2.B3.S3.MA1	Students will be given a homework grade for participation in Reading Plus	Wheeler, Jason	10/21/2014	Student grade report	6/4/2015 weekly
G2.B3.S4.MA1	Teachers will collect data and monitor data from classroom assessments and online assessments	Smith Feaman, Eugina	8/12/2014	Data from assessments will be monitored for student growth.	6/4/2015 monthly
G2.B3.S4.MA1	Teachers will submit weekly lesson plans showing implementation of the textbook.	Smith Feaman, Eugina	8/12/2014	Administration will observe teachers during classroom walkthroughs and observations.	6/4/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

### G2. In FY15 ECMS students will make learning gains in Reading and Writing

#### G2.B1 Student motivation

##### G2.B1.S2 CRISS strategies to engage students

###### **PD Opportunity 1**

Language Arts, Science, and Social Studies teachers will attend a Project CRISS professional development

###### **Facilitator**

Rae Jensen

###### **Participants**

Language arts, Science, and Social Studies teachers

###### **Schedule**

On 12/11/2014

#### G2.B3 Students not making meaningful connections to text and responding in writing

##### G2.B3.S2 Teachers will use Webb's Depth of Knowledge in daily instruction to provide rigor when engaging in content and writing about text.

###### **PD Opportunity 1**

Teachers will be given a professional development training session on using Webb's Depth of Knowledge

###### **Facilitator**

Rae Jensen

###### **Participants**

All Teachers

###### **Schedule**

On 10/9/2014

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** In FY15 ECMS students will make learning gains in Reading and Writing

**G2.B3** Students not making meaningful connections to text and responding in writing

**G2.B3.S3** Reading Plus

### **PD Opportunity 1**

Language Arts teachers will rotate their classes through the computer labs to help students who do not have access to a computer.

#### **Facilitator**

Cynthia Richards and William Maxwell

#### **Participants**

Language Arts Classes

#### **Schedule**

Biweekly, from 9/29/2014 to 6/4/2015

## Budget Rollup

Summary		
Description		Total
<b>Goal 2:</b> In FY15 ECMS students will make learning gains in Reading and Writing		2,800
<b>Grand Total</b>		<b>2,800</b>

<b>Goal 2: In FY15 ECMS students will make learning gains in Reading and Writing</b>		
Description	Source	Total
<b>B1.S2.A2</b> - Exact amount has not yet be determined but is estimated at \$2,400. 48 teachers * \$50 for professional development supplies.	School Improvement Funds	2,800
<b>B3.S3.A3</b> - The after school Reading Plus lab will require a teacher to facilitate and be compensated at their hourly rate. The Keely Spinelli Grant will be used to fund this initiative.	Other	0
<b>Total Goal 2</b>		<b>2,800</b>