ion	School Goal	DOE School Improvement Plan 2013-14	Data & Information Sources	AdvancED
		Vision 100% Student Success	Narrative	Standard 1-1.1, 1.2: Purpose
		Mission The community of East Lake High School will develop productive and responsible students who are prepared for post-secondary education, the workforce, and citizenship.	Narrative	Standard 1-1.2: Purpose
		Values Every student can learn. Each student needs to understand how he or she learns most efficiently. Each student is entitled to equal opportunities to learn. Being a good reader allows the student the opportunity to teach himself or herself new things as needed. Learning to use technology is one way for a student to facilitate his or her learning. In this information age, no one can possibly learn everything, therefore, the student needs to determine the most meaningful and essential learnings on which to focus. Communicating effectively in writing and speaking is essential to success in today's world. A life-long learner can learn new things whenever he or she needs to in order to remain current and successful in the work world.	Narrative	Standard 1-1.3: Purpose
		Part I: Current School Status		
		A. School Information		
		1. *School-Level Information*		
		☐ School	DW	

		East Lake High School		
		☐ Principal's name		
		Carmela Haley		
		☐ School Advisory Council chair's name	NO	
		Beverly Klein		
		2. *District-Level Information*		
		☐ District	DW	
		Pinellas County		
		☐ Superintendent's name	Name	
		Michael A. Grego Ed.D.		
		☐ Date of school board approval of SIP	Narrative	
		September 24, 2013		
		B. School Advisory Council (SAC)		

		1. Describe the involvement of the SAC in the development of this school improvement plan. Development and monitoring of our School Improvement Plan is the primary function of the School Advisory Council at East Lake High School. The first meeting of the school year is devoted to a discussion of the data which was generated by the state Department of Education. SAC discusses Performance Levels Records that include FCAT Achievement Levels, Learning Gains, School Grade, End of Course data for Algebra, and Annual Measurable Gains. The data is studied to provide feedback by the committee to incorporate improvement ideas into the new School Improvement Plan. These ideas are part of the collaborative process used to make decisions for the implementation into the school improvement plan.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
		2. Describe the activities of the SAC for the upcoming school year. During the meetings throughout the school year of the school improvement committee reviews requests for School Improvement funding which are tied to the plan by our School Based Leadership Team and Department Chairs. The SAC committee also reviews and discusses action plans for the school improvement plan as a monitor of progress. There is a mid-year review and an update on the progress and budget of the school improvement plan.	Narrative	
		3. Describe the projected use of school improvement funds and include the amount allocated to each project. School Improvement funds will be allocated and used in accordance with the School Advisory Bylaws and the guidelines from the District of Pinellas County and the State of Florida. Increased professional development ($3000.00), improve and upgrade technology ($5000.00) and improved Student Achievement ($3000.00) are the goals aligned with the School Improvement Plan.	Narrative	

		4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below.	Narrative	
		Yes, we are in compliance.No, we are not in compliance. Yes we are in compliance	Narrative	
		5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
		1. *Administrators*	Data elements exist but job types too generic	Executive Summary: Section 1
		For each of your school's administrators (principal and all assistant principals), complete the following fields	Data elements exist but job types too generic	Executive Summary: Section 1
		a) Names **Carmela Haley** — Principal **Kyle Johnson** — Assistant Principal for Curriculum **Ruth Riel** — Assistant Principal for Athletics **Cindy Green** — Assistant Principal for Plant Operations **Andrea Panarelli** — Acting Assistant Principal for Attendance and Discipline		Executive Summary: Section 1

		Anthony Francois	Assistant Principal for Attendance and Discipline		

		b) Credentials (degrees and certifications)				Data elements exist but job types too generic	Executive Summary: Section 1
		Principal Carmela Haley	Bachelor and Masters	School Principal School Social Worker, Educational Leadership			
		Assistant Principal Kyle Johnson	Bachelor and Masters	School Principal Emot Hndc Spc Lrn			
		Assistant Principal Ruth Riel	Bachelor and Masters	School Principal Elem Ed Math Adm Supv			
		Assistant Principal Cindy Green	Bachelor and Masters	School Principal Biology Chemistry General Science			
		Assistant Principal Anthony Francios	Bachelor and Masters	School Principal English			
		Acting Assistant Principal Andrea Panarelli	Bachelor and Masters	School Principal English			

		c) Number of years as an administrator		Data elements exist but job types too generic	Executive Summary: Section 1

Carmela Haley	5
Kyle Johnson	18
Ruth Riel	16
Anthony Francios	2
Cindy Green	16
Andrea Panarelli	1

d) Number of years at the current school;	Data elements exist but job types too generic

Carmela Haley	5
Kyle Johnson	6
Ruth Riel	4
Anthony Francios	2
Cindy Green	1
Andrea Panarelli	25

Executive Summary: Section 1

e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)

All administrators were assigned to East Lake High School for 2012-2013 with the exception of Cindy Green. She transferred this year from Clearwater High School in Pinellas County.

From Summary Data File in DW

Administrator	1.Grade, 2.HighReading,3. HighMath,4. HighWriting,5. LGReading,6. LGMath, 7.Low25Read, 8. EOC Alg,
Principal Carmela Haley	2013 1. A 2. 72.6% 3. 44% 4.74% 5. 62% 6. 86% 7. 52% 8. 43%
Assistant Principal Kyle Johnson	2013 1. A 2. 72.6% 3. 44% 4.74% 5. 62% 6. 86% 7. 52% 8. 43%
Assistant Principal Ruth Riel	2013 1. A 2. 72.6% 3. 44% 4.74% 5. 62% 6. 86% 7. 52% 8. 43%
Assistant Principal Anthony Francios	2013 1. A 2. 72.6% 3. 44% 4.74% 5. 62% 6. 86% 7. 52% 8. 43%

		Assistant Principal Cindy Green	Clearwater High School 2013 1. C Reading % passing 44% Algebra I EOC 28%		
		Acting Assistant Principal Andrea Panarelli	2013 1. A 2. 72.6% 3. 44% 4.74% 5. 62% 6. 86% 7. 52% 8. 43%		
		2. *Instructional Coaches*		Data elements exist but job types too generic	Executive Summary: Section 1
		For each of your school's instructional coaches, complete the following fields		Data elements exist but job types too generic	Executive Summary: Section 1
		a) Name Karen Mallory		Data elements exist but job types too generic	Executive Summary: Section 1
		b) Subject area Reading			Executive Summary: Section 1
		c) Credentials (degrees and certifications) BA – English MA – Reading Education		Data elements exist but job types too generic	Executive Summary: Section 1
		d) Number of years as an instructional coach 5 years		Data elements exist but job types too generic	Executive Summary: Section 1

		e) Number of years at the current school 3 years	Data elements exist but job types too generic	Executive Summary: Section 1
		f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) 1.Grade, 2.HighReading,3. HighMath,4. HighWriting,5. LGReading,6. LGMath, 7.Low25Read, 8. EOC Alg, 2013 1. A 2. 72.6% 3. 44% 4.74% 5. 62% 6. 86% 7. 52% 8. 43%	From Summary Data File in DW	
		g) Full-time or Part-time Karen Mallory is assigned to East Lake High School as well as other schools.	No data element	Executive Summary: Section 1
		h) School-based or District-based Karen Mallory is based out of the district office.	No data element	Executive Summary: Section 1
		3. *Instructional Staff*		Executive Summary: Section 1
		a) # of instructional employees 111 teachers	DW	Executive Summary: Section 1
		b) % receiving effective rating or higher 100%		

		c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) 100% The teacher meets the definition of a Highly Qualified Teacher: All teachers who give instruction in the core academic subjects of Art-Visual Arts, Drama, Theatre, English, Foreign Languages, Language Arts, Mathematics, Music, Reading, Science, Social Studies and KG - 6 Graded Self-Contained at any level must meet the following criteria: • hold an acceptable bachelor's or higher degree, and hold a valid Florida Temporary or Professional certificate. 100% are highly qualified		Executive Summary: Section 1
		d) % certified in-field, pursuant to Section 1012.2315(2), F.S. 100% are in field		Executive Summary: Section 1
		e) % ESOL endorsed 9% are ESOL endorsed	DW	Executive Summary: Section 1
		f) % reading endorsed 8% are reading endorsed	DW	Executive Summary: Section 1
		g) % with advanced degrees 39% have advanced degrees	DW	Executive Summary: Section 1

		h) % National Board Certified 3% are National Board Certified	DW	Executive Summary: Section 1
		i) % first-year teachers 1% are first year teachers	DW	Executive Summary: Section 1
		j) % with 1-5 years of experience 15%	DW	Executive Summary: Section 1
		k) % with 6-14 years of experience 31%	DW	Executive Summary: Section 1
		l) % with 15 or more years of experience 44%	DW	Executive Summary: Section 1
		4. *Paraprofessionals*		Executive Summary: Section 1
		a) # of paraprofessionals 1. Alyssa Steers 2. Pat Fleck		Executive Summary: Section 1
		b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) 100%		Executive Summary: Section 1
		5. *Teacher Recruitment and Retention Strategies*		
		a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible.	Narrative	Standard 2: Governance and Leadership

		The educators interested in teaching at East Lake High School apply to Pinellas County Schools online through the district website. Applicants for positions are screened carefully prior to their hiring. Their certification, experience, transcripts and reference checks are reviewed and verified. Prospective teacher to East Lake High School are shown around campus in an effort to familiarize them with the environment, classrooms, and facilities. They meet with an administrator for information and discuss the goals of the school improvement plan. Once hired the administration and teachers work to create a climate that is positive and promotes an environment that promotes retention.		
		6. *Teacher Mentoring Program/Plan*		
		a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. New teachers that are in the Transition To Teaching Program need the following for hire: passing scores on the Subject area test, General Knowledge test and a Statement of Eligibility. Once a new teacher is hired that is not currently certified can opt for this program or the university route. This program is 2 year program that includes: 1. District Mentor during year 1 2. School mentor during year 2 3. Complete and pass courses in Moodle on Teaching and Learning; Assessment and Planning, Instructions For All Students, Professional Educator, NGCARPD and FORPD reading courses. 4. All documentation throughout the program including the Letter of Intent, mentor logs, task work and rubrics are saved electronically for a final electronic portfolio New teachers with State Certifications are paired with a mentor teacher in the same department they teach. They meet on a monthly basis to discuss classroom management, lesson planning and the teacher appraisal process. The activities include observation of the new teachers. The mentors provide feedback of observations and help with lesson planning in a coaching model.	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5- 5.2,5.5Using Results for Continuous Improvement

		D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
		1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. MTSS and RtI model is a program of problem identification, intervention implementation and response to intervention for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, the staff ensures that the school's problem solving team within the MTSS/RtI is accessed as needed. In addition to the MTSS and RtI, East Lake High School has the following teams in place to monitor the SIP and promote student achievement: School Advisory Committee- will be involved in the approval of the SIP Plan and problem solving ongoing operational and budget issues that the school faces throughout the school year. School Based Leadership Team – develops and reviews core instruction and teacher support through the sharing of best practices Administrative Team – monitors and supports teachers with walkthroughs and coaching Literacy Leadership Team - literacy strategies throughout all content areas of the school community AVID Site Team – focuses on learning strategies of individual students and supports teaching strategies Child Study Team – implements individual student interventions for student achievement Professional Learning Communities within the departments and academies – teachers support each other with curriculum and other teacher responsibilities.	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
		2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?	Narrative	Standard 2-2.4: Governance and Leadership

MTSS/RtI members	Responsibilities
Anthony Francois Andrea Panarelli	Chairperson - Leads, and evaluates school core content,

			develops standards/ programs; identifies and analyzes existing Tier structure in alignment with MTSS and SIP		
		Christine Klesius	ESE Teacher - Monitors Problem Solving/RtI practices when addressing the needs of certain ESE students with a focus on student achievement based on Tier level		
		Gayle Morris	School Psychologist – Involved in interpreting individual student data in order to develop appropriate targeted interventions linked to the academic or emotional behavioral problem. Monitors progress of interventions to determine the student's progress to intervention.		
		Anne Pesacov	School Social Worker - Monitors progress of interventions to determine the student's progress to intervention.		
		Nancy Napierala	ESE Department Head- Identifies student needs while working with school based personnel to identify appropriate intervention strategies with ESE students		
		Keely Lampham	Guidance -Provides information		

			about curriculum and instruction, participates in student data collection, delivers Tier 1 intervention, collaborates with administration to implement Tier 2 interventions, and integrates Tier 1 materials and above			
		Randolph Morris	Guidance- Provides information about curriculum and instruction, participates in student data collection, delivers Tier 1 intervention, collaborates with administration to implement Tier 2 interventions, and integrates Tier 1 materials and above			
		Andra Kopacz	Guidance - Provides information about curriculum and instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with administration to implement Tier 2 interventions, and integrates Tier 1 materials and above.			
		Thomas Koufugazos	Guidance - Provides information about curriculum and instruction, participates in student data collection, delivers Tier 1			

			instruction/intervention, collaborates with administration to implement Tier 2 interventions, and integrates Tier 1 materials and above.		
		2. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP. The MTSS/RtI Leadership Team met with the SBLT members to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction using the Common Core State Standards, facilitated the development of a of a systemic approach to teaching (Gradual Release, Essential Questions, Agenda and Objectives) and aligned processes and procedures. In addition, each goal is monitored by a goal manager and SAC committee and progress monitoring during the school year.	Narrative	Standard 2-2.3,2.4: Governance and Leadership
		3. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance). The following data sources are used to access and analyze data Department of Education for the State of Florida Data Warehouse of Pinellas County Focus Advance Reports Surveys of Students, Parents, Staff and Business Partners	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
		4. Describe the plan to support staff's understanding of MTSS/RtI and build capacity in data-based problem solving. Staff members are trained through Professional development at the school	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-

		and at the district level on the MTSS/RtI method. District and school training includes intervention design on Tier implementation and data collection. School staff has access to web-based student information system and for student progress monitoring. Individual students with interventions are discussed in the Professional Learning Communities to also build the teacher's understanding of the students' progress monitoring. The MTSS/RtI team shares information and processes with the School Based Leadership Team to further build capacity for problem solving.		5.3:Using Results for Continuous Improvement
		E. Increased Learning Time/Extended Learning Opportunities	Narrative	
		Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). East Lake High School participates in the Extended Learning Program (ELP). Students in the ELP program stay after school for additional opportunities for credit recovery and grade forgiveness. The student can also receive additional academic support in tutorial sessions after school for reading and math for the FCAT and EOC for Algebra I. Students can enroll in virtual school through Pinellas County and the State of Florida for enrichment courses as well as remedial courses. East Lake students can also participate in Dual Enrollment Classes with St. Petersburg College for college credit while still in high school. The Summer Bridge Program is designed to help students with passing the Algebra I EOC with a computer based practice and tutorial for the test. The courses Critical Thinking and Semantics and Logic includes curriculum for ACT/SAT prep. The career academies for Engineering, Business and Performing Arts offer accelerated curriculum in the upper level courses which offer industry certifications.	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning

Strategy	Time	Target Population	Number of Students	Funding Source
Credit Recovery	After School Day	10th -12th	100	ELP
Credit Recovery (Nova Net)	During School Day	10th -12th	60	Unit Allocation

Reading and Math Tutorial	After School Day	9th – 12th	60	ELP	
ACT/SAT Prep	During School Day	11th – 12th	75	Unit Allocation	
Summer Bridge EOC Algebra	Summer	9th – 11th	50	ELP	
Accelerated courses in Academies	During the School Day	9th – 12th	800	Unit Allocation	
Dual Enrollment with St. Pete College	School Year and Summer	11th – 12th	300	Articulation Agreement	
Florida Virtual and Pinellas Virtual	School Year and Summer	9th – 12th	500	Unit Allocation	

F. Literacy Leadership Team (LLT)		Narrative	
1. Identify the names and positions titles of the members of your school-based LLT. Anthony Francois/ Andrea Panarelli, Team Leader Kyle Johnson, APC Carmela Haley, Principal Jen Anderson, Reading Kathie Phebus, Science Shawn Skelly, English Kelly Trill, English Heather Wiseman, English Rita Hensley-Damp, World Lang Holly Hartman, Math Paul Wahnish, Engineering Sergei Stopek, Social Studies Asimina Mobley, English		Narrative	Executive Summary: Section 1

		Shawn Anderson, Achievement Specialist Diana Lewellen, Business Lisa Fisher, PE		
		2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). The literacy leadership team shares responsibility for infusing literacy strategies throughout all content areas of the school community. LLT will work collaboratively with each department in achieving the literacy mission. ALL goals and action plans of the Literacy Leadership Team will ultimately promote school wide literacy through: Promoting common literacy strategies school wide, promoting the use of AVID strategies, promoting the instruction of the Common Core State Standards, and ensuring all teachers are following the Gradual Release of Responsibility model of instruction. The LLT will meet twice a month.	Narrative	Executive Summary: Section 1

		3. What will be the major initiatives of the LLT this year?
		
		Goal 1: The LLT will assist core content areas in their implementation of the Common Core State Standards for Literacy.
		Action Steps:
		  1. LLT Leader will facilitate professional development with other LLT
		    members / Department Chairs
		    of content areas over the literacy standards for their departments.
		  2. Members of the LLT will align themselves with or be assigned to a
		    specific department to assist in implementation of the CCSS.
		  3. Department chairs, with the aid of their LLT member, will provide PD
		    for their specific departments
		    in either a PLC or full department meeting over the Common Core
		    Literacy standards for their subject.
		Goal 2: The LLT will assist all departments in infusing research-based literacy strategies throughout the school
		 to support students in their ability to read and comprehend complex texts.
		Action Steps:
		  1. The LLT will identify literacy strategies that would be effective for
		    ELHS students
		      a. P.A.S
		      b. QuickWrites
		      c. Text Grafitti/Marking
		      d. Cornell Notes
			Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

		e. Journaling		
		2. The LLT members will receive PD over the various strategies		
		3. Each department in the school will choose or be assigned one strategy to implement and use		
		a. No more than 2 of the same strategies should be assigned to departments		
		4. Each department will use their chosen strategy for six/eight weeks taking note of its effectiveness		
		5. During each LLT meeting for the six/eight week period, each department will share their experiences with the LLT		
		6. After the six-week period, departments have the opportunity to use another strategy for another six/eight week period		
		Goal 3: The LLT will lead every department through the process of completing a Lesson Study.		
		G. Every Teacher Contributes to Reading Improvement		
		This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
		1. Describe how the school ensures every teacher contributes to the reading improvement of every student. East Lake High School teachers apply reading strategies in their content areas. Professional development included identifying L25 students in class and incorporating reading strategies in to high-level, text-based discussions. By implementing the use of appropriately complex text at each grade level and by raising the level of content within the classroom by using multiple sources. The Literacy Coach works with teachers to help with reading strategies. Monitoring of lesson plans, administrative walkthroughs, and indicators on the teacher appraisal are strategies that ensure every teacher contributes to the reading improvement of every student.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
		H. Preschool Transition		
		This section is required for schools with grades K-2.		

		1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable. NA	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
		I. College and Career Readiness		
		This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
		1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? East Lake High School is home to three academies for students to acquire skills for the job market. The Engineering Academy prepares a student for a variety of engineering fields with an emphasis on biomedical, civil, and aerospace engineering. The Academy of Business Careers has course strands in Cyber Security, Web Design, Digital Design and Accounting. Both of the academies prepare students to take one or more certifications test offered by the industry and are recognized as mastery of the subject area. This year the school is also offering a Business Career Academy and Performing Arts Academy. East Lake High School also has Child Care Certifications in the Family and Consumer Sciences Department. With an emphasis on the building of relationships and the relevance of academic learning to real-life situations, the students see the connection to their future. Courses in the Arts offer students a pathway to theatre and music as a career or college pathway. The use of the daily board configuration asked the question "Why are we learning this?", our teachers identifies the relevance of every lesson taught at East Lake High School.	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
		2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful? The School Counselors meet with each student to select course request in the spring before the new school year. They also meet in small and large groups to review and explain graduation requirements and course descriptions. As academic advisors, the school counselors guide college or career planning for every student throughout the school year. Implementation of academic advisement the counselors lead students to career choice awareness and exploration Counselors conduct credit checks for students with individual meetings during the school year. Courses and career connections are communicated within the classrooms by the academic teachers of every discipline. Academy teachers advise on course selections and career choices.	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems

3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C. The SAC and SBLT teams analyze the High School Feedback Report to identify gaps in student achievement. As part of the problem solving process, strategies are implemented unique to the student population. 	Narrative	Standard 5-5.4: Using Results for Continuous Improvement

Strategy	Duration and Level	Population
English IV for College Prep	School Year 12th	124
Math for College Readiness	School Year 12th	150
College Success	School Semester 11th and 12th	60
AVID	School Year 9-12	200
ACT/ACT Prep	School Year 11th and 12th	150
Dual Enrollment	School Year 11th and 12th	300
Academies of East Lake	School Year 9-12	1000

Part II: Expected Improvements

For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.

A. Area 1: Reading

a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

☐ Students scoring at Achievement Level 3   DW   Assessment Matrix

Measure	Results
Number	131 out of 528
Percentage	25%
Target Goal	30%

		☐ Students scoring at or above Achievement Level 4	DW	Assessment Matrix

Measure	Results
Number	157 out of 528
Percentage	29.9%
Target Goal	34%

		b) Florida Alternate Assessment (FAA)		Assessment Matrix
		☐ Students scoring at Levels 4, 5, and 6	DW	Assessment Matrix

Measure	Results
Number	8
Percentage	78%
Target Goal	83%

		☐ Students scoring at or above Level 7	DW	Assessment Matrix

Measure	Results
Number	8
Percentage	22%
Target	28%

		c) Learning Gains		
		☐ Students making learning gains (FCAT 2.0 and FAA)	DW FCAT 2.0 only	Assessment Matrix

Measure	Results
Number	372 out of 518
Percentage	72%
Target Goal	77%

		☐ Students in lowest 25% making learning gains (FCAT 2.0)	DW	Assessment Matrix

Measure	Results		
Number	383 out of 518		
Percentage	74%		
Target Goal	79%		

c) Comprehensive English Language Learning Assessment (CELLA)

East Lake High School does not have an ESOL program

☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) 7	DW	Assessment Matrix
☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) 4	DW	Assessment Matrix
☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) 4	DW	Assessment Matrix

e) Annual Measurable Objectives (AMOs)

☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA

Subgroup 2013	# of current students	% students tested	% students proficient
Asian	47	27	81.5%
Black	68	33	36.4%
Hispanic	174	95	56.8%
Native	3	2	50.0%
Two or more races	43	22	72.7%
White	1302	718	72.6%
Econ Dis	275	154	50.6%
LEP	3	1	0.0%
ESE	123	61	27.9%

DW FCAT 2.0 only — Assessment Matrix

		f) Postsecondary readiness		
		The following data shall be considered by high schools.		
		☐ *4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.A.* 80 students out of 270 for 30 % in PERT Reading Goal 35%	DW	Assessment Matrix

		Goal 1 to support targets in Reading
		
		1. East Lake High School teachers will implement literacy strategies that would be effective for ELHS students into content area classes
		    a. P.A.S
		    b. Text Grafitti/Marking
		    c. Cornell Notes
		    d. Text Dependent Questions and Discussion
		    e. Text complexity and rigorous instructional material		

		Possible Data Sources to Measure Goal 1 Teacher formative assessment, FAIR progress monitoring, FCAT practice tests, ACT and SAT, PERT, Read 180 data		
		Data Indicators – corresponding to SIP Part II A-J (SIP Targets) 1. FCAT Reading Proficiency for 9th and 10th grades		
		2. PERT Reading for 12th grade		
		3. FCAT Reading scores for African Americans – all grades		
		Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)		
		Action 1- Schedule students into appropriate reading and English, English Honors, AP or College level classes		
		Action 2 – Departments will adopt instructional reading strategy with the support of LLT		

		Action 3 – Monitor learning gains of students with data sources listed above (FAIR, practice assessment) of teachers and administrators		
		Action 4 – Eliminate achievement gaps for African-American students in FCAT Reading Proficiency		
		Plan to Implement Action 1: 1. Review students schedules for appropriate English and Reading classes by guidance and administration 2. Administer and monitor FAIR testing (percent tested) by teachers and administration and adjust schedules as needed 3. Include Literacy coach to monitor learning gains of students for proper student placement 4. All newly hired teacher must receive NGCAR-PD training and certification		
		Plan to Implement Action 2: 1. Departments will select reading strategy to use by grading period 2. LLT members will monitor implementation of reading strategies into the classes 3. Walkthroughs to collect data of implementation – clear focus on essential learning and goals with the use of the reading strategy 4. PLC meetings to collaborate on directed lessons with reading strategy integration		
		Plan to Implement Action 3: 1. Monitor testing calendar of FAIR and other student assessments for percent participation to assess learning gains of all students 2. Monitor teacher use of student achievement scores in Focus/SIS by administration 3. Walkthroughs to assess the use of remediation for the FCAT utilizing the practice tests connecting objectives with comprehension		

		Plan to Implement Action 4: 1. Review student schedules of African-American students for opportunities for AVID, credit recovery and rigorous course work 2. Individual meetings with school counselors with students and parents for graduation requirements, credit checks and the opportunity to build relationships with the students and their families 3. Conduct professional development on assessing the achievement gaps in African-American students		
		C. Area 2: Writing		
		a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		Assessment Matrix
		☐ Students scoring at or above 3.5 | Measure	Results | |---|---| | FCAT Writes 2.0 | 75% | | Target | Increase by 10% |	Data not loaded	Assessment Matrix
		b) Florida Alternate Assessment (FAA)		
		☐ Students scoring at or above Level 4 0 out of 8 for 0%	Data not loaded	Assessment Matrix
		Goal 2 to support targets East Lake High School teachers will implement writing strategies that would be effective for		

		ELHS students into content area classes
		
		    a. Quick Writes
		    b. Cornell Notes
		    c. Journaling
		    d. Grammar instruction		

		Possible Data Sources to Measure Goal 2: FCAT Writes practice, PERT Writing, classroom assessments of journaling, Cornell notes and Quick Writes, walkthrough data to analyze frequency of writing assignments and complexity of assignments		
		Data Indicators – corresponding to SIP Part II A-J (SIP Targets) 1. FCAT Writing Proficiency for 10th graders		
		2. PERT Writing Scores for 12th Graders		
		3. FCAT writing and PERT scores for African-American Students		
		Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)		
		Action 1- Teachers individually identify students in the classroom for writing proper student placement into classes		
		Action 2: LLT monitors implementation of writing strategies with increased frequency of writing assignments		
		Action 3: Professional development for CCSS writing expectations.		

		Action 4: Eliminate achievement gap for African-American students for FCAT writing and PERT Writing		
		Plan to Implement Action 1: 1. Ensure all are placed into appropriate English Class using grading rubrics and writing prompts to access 2. Teacher will assess the students within the first two weeks of school to determine proper placement of students 3. Evaluate PERT 11th grade scores to assign college prep classes as needed		
		Plan to Implement Action 2: 1. Evaluate student writing to evaluate writing strategy needed for student achievement and learning gains 2. Increase informal writing assignments with conferencing to improve organization, revision, and editing of student work 3. Increase direct instruction of grammar and sentence/essay structure		
		Plan to Implement Action 3: 1. Continue Professional Development for teacher to assess student's data on the FCAT 2. Conduct Professional Development and PLC on data points for all subgroups 3. Provide Professional Development on the implementation and use of data based questioning, effective writing and writing prompts 4. Emphasize bell work and other writing assignments for content area teachers in professional development		
		Plan to Implement Action 4: 1. Pull outs for students needing writing interventions by Literacy Coach 2. Teachers will conduct individual FCAT Chats with subgroups 3. Literacy Leadership team will meet with student representatives to close achievement gap		

		C. Area 3: Mathematics		
		1. *Elementary and Middle School Mathematics*		
		The following data shall be considered by elementary and middle schools.		
		a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		Assessment Matrix
		☐ Students scoring at Achievement Level 3	DW	Assessment Matrix
		☐Students scoring at or above Achievement Level 4	DW	Assessment Matrix
		b) Florida Alternate Assessment (FAA)		
		☐ Students scoring at Levels 4, 5, and 6	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Level 7	Data not loaded	Assessment Matrix
		c) Learning Gains		
		☐ Students making learning gains (FCAT 2.0, EOC, and FAA)	DW FCAT 2.0 only	Assessment Matrix
		☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DW FCAT 2.0 only	Assessment Matrix
		d) Annual Measurable Objectives (AMOs)		
		☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DW FCAT 2.0 only	Assessment Matrix
		2. *High School Mathematics*		
		The following data shall be considered by high schools.		
		a) Florida Alternate Assessment (FAA) Algebra EOC		
		☐Students scoring at Levels 4, 5, and 6	Data not loaded	Assessment Matrix

		6 out of 7 for 85%		
		☐ Students scoring at or above Level 7 1 out of 7 for 14%	Data not loaded	Assessment Matrix
		b) Annual Measurable Objectives (AMOs)		
		☐ Studentsubgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DW FCAT 2.0 only	Assessment Matrix
		c) Learning Gains		
		☐ Students making learning gains (EOC and FAA) 76%	Data not loaded	Assessment Matrix
		d) Postsecondary readiness		

Subgroup 2013	☐ of current students	# of students tested	% students proficient
Asian	47	10	100%
Black	68	17	52.9%
Hispanic	174	46	54.3%
Native	3	2	50.0%
Two or more races	43	12	58.3%
White	1302	321	72.3%
Econ Dis	275	78	50.0%
LEP	3	0	NA
ESE	123	33	33.3%

		☐ *4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.* 141 out of 321 for 44% Target goal Increase by 10%	DW	Assessment Matrix
		3. ***Middle School Acceleration***		
		The following data shall be considered by middle schools.		
		☐ Middle school participation in high school EOC	Data not loaded	Assessment Matrix
		☐ Middle school performance on high school EOC	Data not loaded	Assessment Matrix
		4. ***Algebra 1 End-of-Course Assessment (EOC)***		
		The following data shall be considered for schools with students taking the Algebra I EOC.		
		☐ Students scoring at Achievement Level 3 or above 	Measure	Results
---	---
Number	214
Percentage	44%
	Increase by 10%		Data not loaded	Assessment Matrix
		☐ Students scoring at or above Achievement Level 4 6%	Data not loaded	Assessment Matrix
		Goal 3 to support targets East Lake High School teachers will increase instructional rigor by using technology, embedding AVID strategies and moving towards the Common Core Next Generation Standards to increase student achievement in math.		
		Possible Data Sources to Measure Goal 3 Classroom walkthrough data, classroom formative assessments, PCS progress monitoring and common assessments created by the math department, Algebra I EOC, PERT,ACT, SAT, PSAT,		

		Performance Matters benchmark assessments		
		Data Indicators – corresponding to SIP Part II A-J (SIP Targets)		
		1. Proficiency on Algebra EOC		
		2. Math FCAT Scores from previous years		
		3. African American Proficiency in Algebra I EOC		
		Actions Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
		Action 1 – Targeted scheduling for Algebra I students		
		Action 2 – Extended learning and tutoring for all students		
		Action 3 – Eliminate achievement gap for African American students		
		Action – 4 Dedicated curriculum for Algebra 1 Success		
		Plan to Implement Action 1 1. Ensure students are scheduled based on previous test scores and individual needs 2. Ensure proper placement with pre-test the first week of school. 3. Teachers will analyze achievement scores from past test.		
		Plan to Implement Action 2 1. Provide funding for credit recovery 2. Summer Bridge Program for students 3. Tutoring through Extended Learning 4. Continue attendance monitoring and increase parent contacts to increase daily attendance		
		Plan to Implement Action 3 1. Ensure Africa-American students have access to preparation for EOC assessments online 2. Ensure African-American students have access to postsecondary readiness assessments (PERT, ACT, SAT) 3. Conduct pull outs for EOC preparation		
		Plan to Implement Action 4: 1. Implement Carnegie Learning program for Algebra I and Algebra I B 2. Algebra 1 teachers will collaborate through a PLC to effectively implement Carnegie Learning and Math XL programs. 3. Algebra 1 Crash Course workbooks will be used to tandem with MathXL for Algebra Credit Recovery classes.		
		5. *Geometry End-of-Course Assessment (EOC)*		

		The following data shall be considered for schools with students taking the Geometry EOC.		
		☐ Students scoring at Achievement Level 3 <table><tr><td>Measure</td><td>Results</td></tr><tr><td>Number</td><td>222</td></tr><tr><td>Percentage</td><td>64</td></tr><tr><td>Target</td><td>Increase 10%</td></tr></table>	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Achievement Level 4 32% increase by 10%	Data not loaded	Assessment Matrix
		Goal 4 to support targets East Lake High School teachers will increase instructional rigor by using technology, embedding AVID strategies and moving towards the Common Core Next Generation Standards to increase student achievement in Geometry.		
		Possible Data Sources to Measure Goal 3 Classroom walkthrough data, classroom formative assessments, PCS progress monitoring and common assessments created by the math department, Geometry EOC, PERT,ACT, SAT, PSAT, Performance Matters benchmark assessments.		
		Data Indicators – corresponding to SIP Part II A-J (SIP Targets)		
		1. Proficiency on Algebra EOC and other past achievement test		
		2. Math PERT, PSAT Scores		
		3. African American Proficiency in Geometry EOC		
		Actions Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
		Action 1 – Targeted scheduling for Geometry students		

		Action 2 – Extended learning and tutoring for all students		
		Action 3 – Eliminate achievement gap for African American students		
		Action 4 -Dedicated curriculum for Geometry through teacher PLC		
		Plan to Implement Action 1 1. Ensure students are scheduled based on previous test scores and individual needs 2. Ensure proper placement with pre-test the first week of school. 3. Teachers will analyze achievement scores from past test.		
		Plan to Implement Action 2 1. Provide funding for credit recovery 2. Summer Bridge Program for students 3. Tutoring through Extended Learning 4. Continue attendance monitoring and increase parent contacts to increase daily attendance		
		Plan to Implement Action 3 1. Ensure Africa-American students have access to preparation for EOC assessments online 2. Ensure African-American students have access to postsecondary readiness assessments (PERT, ACT, SAT) 3. Conduct pull outs for EOC preparation		
		Plan to Implement Action 4: 1. Implement Collaborative lesson planning program for Geometry teachers 2. Geometry teachers will collaborate through a PLC to effectively implement common calendars.		
		D. Area 4: Science		
		1. *Elementary and Middle School Science*		
		The following data shall be considered by elementary and middle schools.		
		a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*		Assessment Matrix
		☐ Students scoring at Achievement Level 3	DW	Assessment Matrix

		☐ Students scoring at or**above** Achievement Level 4	DW	Assessment Matrix
		b) Florida Alternate Assessment (FAA)		
		☐ Students scoring at Levels 4, 5, and 6	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Level 7	Data not loaded	Assessment Matrix
		2. **High School Science**		
		The following data shall be considered by high schools.		
		a) Florida Alternate Assessment (FAA)		
		☐ Students scoring at Levels 4, 5, and 6 6 out of 8 for 75% Increase 5%	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Level 7 2 out of 8 or 25% Increase 5%	Data not loaded	Assessment Matrix
		3. **Biology 1 End-of-Course Assessment (EOC)**		
		The following data shall be considered for schools with students taking the Biology 1 EOC.		
		☐ Students scoring at Achievement Level 3 	Measure	Results
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Number	522
Percentage	83
Target	Increase 10%		Data not loaded	Assessment Matrix
		☐ Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix

Measure	Results
Number	522
Percentage	29%
Target	Increase 10%

Goal 5 to support targets East Lake High School science teachers will increase instructional rigor by using more complex text and state made review book resources as a focus for increasing Biology EOC scores.	
Possible Data Courses to Measure Goal 4: Classroom walkthrough data, district progress monitoring, site based progress monitoring, classroom formative assessments, Teacher and county made common assessments used for data comparison	
Data Indicator – Corresponding to SIP Part II A-J (SIP Targets)	
1. Biology EOC scores	
Action Plans (strategies) to Accomplish Goal 4 (reduce or eliminate barriers)	
Action 1 – Implement literacy strategies to support Biology curriculum	
Action 2 – Reduce achievement gaps in all level 1 and 2 labeled students and 10th graders in Biology EOC proficiency	
Action 3 – Use Florida Biology I EOC study guides purchased by each student	
Action 4 – Implement CCSS by encouraging critical thinking over memorization, Embracing collaboration and integrating technology	
Plan to Implement Action 1:	

		1. Utilize science instructional deployment for model lessons, coteaching and progress monitoring data analysis 2. Utilize science and site based progress monitoring in all Biology classrooms 3. Analyze data from progress monitoring and use this data to align our lessons/curriculum areas of need		
		Plan to Implement Action 2: 1. Analyze and track specific data all level 1 and level 2 10th graders 2. Conduct professional development on data points for all subgroups		
		Plan to Implement Action 3: 1. Conduct professional development on use and lesson plan within the Biology TEAM AT ELHS at the end of each 6 weeks. 2. Communicate lesson within the team that worked and compare results on chapter assessments		
		Plan to Implement Action 4: 1. Meetings/Trainings with ELHS Bio Team have already been scheduled and are now implemented into our lesson plans for the year 2. Analyze and track specific data with all students especially the Level 1's and 2" and the 10th graders taking Biology.		
		E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
		☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) The students in the Engineering Academy participated in a Robotics Competition this year and demonstration to events throughout the year.	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
		☐ Participation in STEM-related experiences provided for students The Engineering Academy students also visit firms for job shadowing and internships.	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
		The following data shall be considered by high schools.		

		☐ Students enrolling in one or more *accelerated* STEM-related courses 890	Could be done but classes are not flagged as STEM and define accelerated course	Assessment Matrix
		☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses 99%	Could be done but classes are not flagged as STEM and define accelerated course	Assessment Matrix
		☐ Students taking one or more advanced placement exams for STEM-related courses 99% 69 students earned certifications in engineering	Could be done but classes are not flagged as STEM	Assessment Matrix
		☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses 90%	Could be done but classes are not flagged as STEM	Assessment Matrix
		F. Area 6: Career and Technical Education (CTE)		
		The following data shall be considered by middle and high schools.		
		☐ Students enrolling in one or more CTE courses 753 students	DW	

		☐ Students who have completed one or more CTE courses who enroll in one or more*accelerated* courses 650 students	Define accelerated courses		
		☐ Completion rate (%) for CTE students enrolled in*accelerated* courses 99%	Define accelerated courses	Assessment Matrix	
		☐ Students taking CTE industry certification exams 30 students			
		☐ Passing rate (%) for students who take CTE industry certification exams 100%			
		☐ CTE program concentrators 12 students			
		CTE teacher holding appropriate industry certifications Paul Wahnish Lynn Fetters Todd Brooks Joseph Marzo Tim O'Keefe Tonga Kistner Hannah Johnson			
		Goal 6 to support targets in CTE/STEM **East Lake High School Academy of Engineering teachers with maintain or increase their instructional rigor to prepare their students for their PLTW End of Course**	Data not loaded	Assessment Matrix	

		Assessments, which will earn them an Industry Certification from the Florida Engineering Society if they pass three of their assessments with a combined score of 19 (each test must earn at least a 6 to pass)		
		Possible Data Sources to Measure Goal 5: PLTW EOC Standardized Test Scores Scores from the previous year		
		Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)		
		Total number of industry certifications for FTE/School grade – 2012/13 Academic Year – 72		
		Total number of pre-certification tests taken – 2012/13 Academic Year – 130 Seniors in Academy		
		Action Plans (strategies) to Accomplish Goal 5 (reduce or eliminate barriers)		
		Action 1- Ensure Academy students are enrolled in 3 or more EOC PLTW classes through the end of their Junior year.		
		Action 2- If a student does not receive a passing score on their PLTW EOC, have them take another PLTW elective (in addition to EDD) as a senior.		
		Action 3- Continue to have teachers trained by PLTW leading the PLTW courses.		
		Plan to Implement Action 1: 1. Monitor student enrollment within the Academy. Identify students not enrolled in PLTW courses as Juniors or Seniors.		
		Plan to Implement Action 2: 1. Monitor students Stanine Scores from PLTW as Freshmen, Sophomores and Juniors for scores below a 6. 2. Identify students with a cumulative Stanine series below 19 at the end of their Junior year.		

		Encourage identified students to take an additional PLTW elective as a Senior.		
		Plan to Implement Action 3: 1. Identify PLTW subjects potentially undergoing a teaching change 2. Find new teachers to replace exiting faculty 3. Secure funding to send prospective teachers to PLTW Summer Training Institutes.		
		G. Area 7: Social Studies		
		1. *Civics End-of-Course Assessment (EOC)*		
		The following data shall be considered for schools with students taking the Civics EOC.		
		☐ Students scoring at Achievement Level 3	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix
		2. *U.S. History End-of-Course Assessment (EOC)*		
		The following data shall be considered for schools with students taking the U.S. History EOC.		
		☐ Students scoring at Achievement Level 3 51%	Data not loaded	Assessment Matrix
		☐ Students scoring at or above Achievement Level 4 NA	Data not loaded	Assessment Matrix
		Goal 7 to Support Target East Lake High School teachers will instructional rigor by using Data Based Questions for the U, S History Curriculum.		
		Possible Data Sources to Measure Goal 3: Classroom Walkthroughs, Classroom formative assessments, PCS monitoring and common assessments created by the Social Studies Department		
		Data Indicators – corresponding to SIP Part II A-J (SIP Targets)		

		1. Pre-test and Post-test		
		2. Achievement scores in Focus for reading		
		3. Common assessments		
		4. Formative classroom assessments		
	Action Plans (strategies) to Accomplish Goal 7			
	Action 1:Implement teaching strategies to support U.S. History Curriculum			
	Action 2: Eliminate achievement gaps for African-American students			
	Action 3: Use Data Based Questioning based on district curriculum in preparation for the CCSS			
	Plan to Implement Action 1: 1. Utilize social studies curriculum for model lessons that include explicit Instruction, modeled instruction, and guided practice 2. Connect instructional objectives to learning goals and agenda 3. Teachers will regularly collect and utilize data to monitor student progress			
	Plan to Implement Action 2: 1. Differentiated Instruction to eliminate achievement gaps 2. Develop lesson plans that incorporate background knowledge and hands on experiences			
	Plan to Implement Action 3: 1. Teachers to develop lesson plans using data based questioning in preparation for the CCSS 2. Teachers will focus on class discussion that includes the learning goal based on CCSS 3. The teacher will use peer collaboration through lesson students and PLC's			
	H. Area 8: Early Warning Systems			
	1. *Attendance*			
	☐ Students tardy 10 percent or more, as defined by district attendance policy 30.7% of the students are tardy 10% or more of the time		Data not loaded	Standard 5-5.2 Using Results for Continuous Improvement
	☐ Students absent 10 percent or more, as defined by district attendance policy 19.5% of the students are absent 10% or more of the time		DW	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*			

		☐ Students with one or more referrals 718 students	DW	Standard 5: Using Results for Continuous Improvement
		☐ Students with five or more referrals 149 students	DW	
		☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 432 students	DW	
		☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 60 students	DW	
		☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 148	DW	
		☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 11 students	DW	
		☐ Students with ten or more in-school or out-of-school suspension days 3 students	DW	
		☐ Students referred for alternative school placement 10 students	DW	
		☐ Students expelled No students	DW	

		3. *Retention*		
		☐ Students retained 28 were retained as juniors	DW	
		☐ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S. 56 students failed a full year course	DW will need definition of first attempt.	
		Students in 9th grade failing one or more course on first attempt in core=curricula courses 20 students failed a full year course		
		☐ Students off track for graduation based on credits required to date for their cohort 28 students lacking credit	DW	
		4. *Dropout Prevention*		
		The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.		
		☐ Students dropping out of school, as defined in s.1003.01(9), F.S. 2.5% Target 1.0%	DW assuming drop out codes are W22 and w15	
		☐ Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 518 out of 552 or 93.84%	From Summary Data File in DW	

		Target 95%		
		C.F.R. § 200.19(b)		
		☐ Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. 82% Target 87%	need criteria	
		☐ Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) 4 students Decrease to 2 students	need criteria	
		Goal 8 to support targets		
		Possible Data Sources to Measure Goal Individual Graduation Check List, Cohort data for class levels, L35 and at risk student focus for school counselors and administrators, data from Child Study Teams, RtI, MSTT, and Focus Advanced Searches, Data Warehouse, Attendance and Discipline data		
		Data Indicator – corresponding to goal		
		1. Total number of at risk student identified in FOCUS by cohort		
		2. Graduation Checklist for student		
		3. Data from Intervention Teams		

		Action Plans (strategies) to Accomplish Goal # (reduce or eliminate barriers		
		Action 1 – Ensure students are appropriately scheduled for intervention classes and credit recovery and inform each teacher of their at risk students		
		Action 2 – Track and monitor attendance and discipline of at risk students, Check and Connect for at risk students		
		Action 3 – Conference with parents and students and log conferences into Focus, develop individual academic plan for students for graduation		
		Action 4 – Communicate graduation requirements		
		Plan to Implement Action 1 1. School Counselors check credits and schedules of students 2. Professional Development for teachers to help identify at risk students in their classrooms 3. Notify students of credit recovery classes on campus and online		
		Plan to Implement Action 2 1. Discuss at risk students in Child Study Team 2. Assign students to Check and Connect mentor 3. Provide tutors and mentors to at risk students upon request		
		Plan to Implement Action 3 1. Record parent contact in Focus for phone and conferences 2. Develop individual academic improvement plans for at risk students during conferencing		
		Plan to Implement Action 4 1. Discuss graduation requirements in meeting with parents and students 2. Post-graduation requirements on the website 3. Communicate through posters and morning announcements graduation requirements		
		I. Area 9: Parent Involvement		
		Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB,		
		Codified at 20 U.S.C. § 6314(b).		

Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).

Goal: College and Career Ready, FAFSA Nights, Discovery night, Focus Group meetings on /teen /dating, LiveFree Town, NOPE, New Student Orientation, Booster Parent meetings, Relay for Life are the evening events for parents who are engaged at East Lake High School.

From Five Star School data (60%) of families are involved in a positive way in the school more than once during the year

College Night	60%
Back to School Night	85%
Service Learning Night	30%
Sports Boosters	40%
Orientation	50%
Music Boosters	20%
Volunteer Program	40%
Relay for Life	5%

J.   Area 10: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

K. Problem-Solving

Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.

☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.

Goal for all areas is to decrease low-level achievement (i.e. level 1 and 2 on FCAT writing), as

Narrative

		well as increase achievement and learning gains.		
		☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal. Possible barriers include a lack of differentiated instruction, lack of student engagement, and insufficient standard-based instruction.	Narrative	
		☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). 1. Insufficient standard-based instruction 2. Lack of differentiated instruction 3. Lack of student engagement	Narrative	
		☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. Resources include aligned and effective professional development, district resources (reading coach), and increased parental involvement.	Narrative	
		☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. 1. Sufficient standard-based instruction 2. Differentiated instruction 3. 100% student engagement 4. School wide use of the Gradual Release Model 5. Communicate learning goals to students 6. Appropriately place students 7. Increase instructional rigor 8. Increase the use of research-based, high yield strategies 9. Use of data-based decision making and instructional alignment evident in all classrooms. 10. AVID 11. NGCARPD Reading training for all new teachers 12. Student Schedule Corrections at the beginning of school	Narrative	

	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. Teachers need to attend district trainings and implement research-based instruction strategies that align with state standards. Teachers must ensure student engagement in the classroom as well as recognize the need and effectively practice differentiated instruction. Teachers should reflect on the prioritized strategies as set forth by the SIP on a regular basis.	Narrative	
	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). Teachers will monitor student achievement throughout the year with each student. AP during teacher evaluations and classroom visits throughout the year. All data will be disseminated to all stakeholders throughout the year utilizing the data warehouse and the student information system (Focus).	Narrative	
	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). AP during teacher evaluations and classroom visits throughout the year.	Narrative	
	Part III: Professional Development		
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.		
	☐ Related goal (select from drop-down of goals created in Part IIK) Increase student achievement in FCAT and EOC state testing	Narrative	
	☐ Topic, focus, and content AVID Strategies Common Core Literacy Standards	Narrative	

		Research based strategies from the LLT Industry training Conferences for Student Achievement in Subject Areas and School Improvement		
		☐Facilitator or leader District level instructors School Based instructors PLC members LLT members Industry Conferences	Narrative	
		☐ Participants (e.g., Professional Learning Community, grade level,school wide) Professional Learning Communities – one a month School and District – quarterly Individual Professional Development and new teacher training – ongoing as needed with staff STEM and CTE teachers	Narrative	
		☐ Target dates or schedule (e.g., early release day, once a month) Preschool August 14, 2013 for the district Pro ProEd day Sept. 13, 2013 During the year District wide training February 17, 2014 Pro Ed Day April 18, 2013 Monthly with PLC Dates of Industry training	Narrative	
		☐ Strategies for follow-up and monitoring 1. Participation in the training with feedback provided will be obtained, data will be	Narrative	

		collected and analyzes for effectiveness 2. Walkthroughs observing implementation of strategies highlighted 3. Teachers collaborate in PLC for lesson study 4. Focus on teachers for improving student achievement through effective researched based instruction.		
		☐ Person responsible for monitoring School Advisory Committee Literacy team Department Chairpersons Administrators	Narrative	
		Part IV: Coordination and Integration	Narrative	
		Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school. Federal, state and local funds – All funding will be assigned to the goals of the School Improvement Plan. East lake High School has no Title I, II, III, VI, X funds. East Lake High School has a HEAT coordinator that assists our students classified as homeless. These students are provided school supplies, clothing and referrals to community agencies for additional family support. We have very few violent incidents on campus but with over 2000 students disputes do arise. To assist our student in working through their problems we have a groups of students trained as Peer Mediators. These students meet in a supervised setting and allow two parties to work through any conflict that they have with each other. The results are then submitted to the appropriate Assistant Principal to make sure they are aware of the situation and the outcome of the mediation. East Lake High School was one of the first schools to utilize the NOPE program to inform our student about the dangers of narcotics and other drugs. Our SRO is one of the main presenters for NOPE. We also have a very active SADD organization on campus that engages in a variety of		

		information al campaigns including the mock DUI crash complete with a helicopter ambulance.		
		Part V: Budget		
		Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:		
		☐ Related goal (Select from drop-down of goals created in Part IIK) Increased Professional Development Improve and upgrade technology Improved Student Achievement	Narrative	
		☐ Strategy Provide and facilitate Professional Development ($2000.00) Improve and upgrade technology for certifications through collaboration with district and use of technology vendors ($5000.00) Improved Student Achievement through professional development, ELP and other credit recovery ,Expand AVID program, AP offerings and DE classes ($3000.00)	Narrative	
		☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) Professional development, conferences, materials, technology, evidenced based program	Narrative	
		☐ Description of resources	Narrative	

		Model School, Educational vendors, ASCD, Advanced Placement, FOCUS, AVID and other district and non-district trainings.	
		☐ Funding source SIP dollars, district, and school based funds	Narrative
		☐ Amount needed $10,000-15,0000	Narrative
		Part VI: Mid-Year Reflection	
		This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.	
		☐ Has the goal been achieved?	Narrative
		o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative
		o If no, is desired progress being made to accomplish the goal?	Narrative
		☐ If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative
		☐ If no, have the originally targeted barriers been eliminated or reduced?	Narrative
		☐ If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative
		☐ If no, are the original strategies being implemented with fidelity as designed?	Narrative
		o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative

		o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	Narrative	