East Lake High School

2022-23 Schoolwide Improvement Plan

Table of Contents

East Lake High School

1300 SILVER EAGLE DR, Tarpon Springs, FL 34688

http://www.eastlake-hs.pinellas.k12.fl.us

Demographics

Principal: Carmela Haley C

Start Date for this Principal: 7/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	19%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: A (67%) 2020-21: (60%) 2018-19: A (67%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The community of East Lake High School will develop productive and responsible students who are prepared for post-secondary education, the workforce, and citizenship.

Provide the school's vision statement.

100% student success.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Haley, Carmela	Principal	The Principal is the Instructional, Operational, and Distributive leader of the school. The Principal establishes and maintains a vision for academic achievement, hires, supervises, and develops instructional leaders, teachers, and staff, and structures a safe learning environment.
Toscani, Kris	Assistant Principal	Curriculum and Instruction, Eagle Works Academy, and Collegiate Programs
Anderson, Shawn	Assistant Principal	Bio Medical Sciences Academy, Facilities, Transportation, School safety and security
Godwin, Chiquita	Assistant Principal	Visual and Performing Arts Academy, Positive Behavior Intervention Systems, Data, Exceptional Student Education
Latimore, Dwight	Assistant Principal	Athletics/Activities, Business Academy, Math Department, Algebra 1 EOC

Demographic Information

Principal start date
Wednesday 7/13/2022, Carmela Haley C

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

95

Total number of students enrolled at the school

2,342

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	644	632	667	553	2496
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	141	166	214	248	769
One or more suspensions	0	0	0	0	0	0	0	0	0	24	29	33	12	98
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	61	87	1	0	149
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	72	89	89	62	312
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	133	176	90	62	461

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/22/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	584	600	658	560	2402
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	53	66	86	84	289
One or more suspensions	0	0	0	0	0	0	0	0	0	4	22	13	7	46
Course failure in ELA	0	0	0	0	0	0	0	0	0	49	56	71	3	179
Course failure in Math	0	0	0	0	0	0	0	0	0	83	49	83	16	231
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	165	138	0	0	303
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	116	97	0	0	213
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	4	0	0	0	4

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	157	121	100	74	452

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	584	600	658	560	2402
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	53	66	86	84	289
One or more suspensions	0	0	0	0	0	0	0	0	0	4	22	13	7	46
Course failure in ELA	0	0	0	0	0	0	0	0	0	49	56	71	3	179
Course failure in Math	0	0	0	0	0	0	0	0	0	83	49	83	16	231
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	165	138	0	0	303
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	116	97	0	0	213
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	4	0	0	0	4

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%			65%			69%	56%	56%
ELA Learning Gains	58%			55%			55%	51%	51%
ELA Lowest 25th Percentile	52%			43%			46%	43%	42%
Math Achievement	56%			44%			61%	45%	51%
Math Learning Gains	48%			34%			58%	44%	48%
Math Lowest 25th Percentile	50%			28%			42%	41%	45%
Science Achievement	82%			76%			79%	64%	68%
Social Studies Achievement	87%			83%			86%	71%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	62%	16%	67%	11%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	70%	16%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	55%	-13%	61%	-19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	56%	13%	57%	12%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	33	56	49	47	50	40	42	63		100	33
ELL	33	65	71	46	43		53	77		100	32
ASN	89	71		82	91		91	100		100	75
BLK	38	39	20	25	38	50	57	76		100	62
HSP	55	57	60	46	45	38	75	85		100	60
MUL	65	51	40	59	50		86	88		100	71
WHT	69	59	54	59	48	54	84	88		100	76
FRL	51	54	45	45	38	50	70	76		100	61

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	35	23	36	40	30	55	68		100	33
ELL	33	43	34	29	56	70	46	33		100	53
ASN	82	51		38	54		92	83		100	79
BLK	38	51	45	20	21	22	62	56		100	65
HSP	60	58	39	39	38	38	62	78		100	61
MUL	70	61	40	61	39		79	91		100	67
WHT	66	54	43	47	34	24	79	85		100	70
FRL	51	52	42	34	36	33	61	72		99	56

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	41	40	41	44	26	40	53		100	41
ELL	27	48	52	32	67	60	62	45		100	64
ASN	80	54		74	76		91	73		100	75
BLK	51	54	38	34	44		62	71		100	33
HSP	56	51	47	54	56	33	69	75		100	72
MUL	84	61		78	73		95	88		100	83
WHT	72	55	45	63	58	43	80	89		100	76
FRL	58	52	46	51	50	36	67	72		98	61

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	750
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Performance gaps across the core content areas were previously identified, with specific interventions planned, implemented, and monitored throughout the school year. A trends analysis of the data indicates growth across all performance indicators; the most significant the growth of math gains from 34 to 58%.

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

The data component that shows the greatest need for improvement was student proficiency rate on the Algebra 1 EOC. East Lake High School went from 36% to 47%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students continue to set performance indicators as the primary purpose of classroom participation and instruction. The math department team will establish the principle of ownership of learning, and encourage students to seek mastery of course content with a deeper understanding of the foundational Algebra skills needed for success on the EOC.

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

The data component that showed the most improvement was the learning gains for mathematics. There was a 12% improvement overall.

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

Contributing factors included daily face-to-face instruction in lieu of the asynchronous learning hybrid model. Additional interventions included computer-based instruction, the introduction of Algebra 1A to the master schedule, appropriate scheduling, and adherence to the district's math progression plan.

What strategies will need to be implemented in order to accelerate learning?

School wide implementation of PBIS and AVID strategies are targeted this year to increase student ownership of learning, depth of knowledge, mastery of content, and critical thinking skills. The planned approach will increasingly create opportunities for students to problem, analyze complex real world problems, and apply those skills and knowledge across multiple content areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

East lake HS will continue to implement and further develop Equitable Grading, Restorative Practices, AVID strategies in all content areas, Performance Matters for data disaggregation, and strategic planning for curriculum development to assist teachers with data utilization to plan instruction and student-specific interventions.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

East Lake HS will enhance, support, and strengthen existing systems and processes with an increased focus on regular data analysis. The PDSA cycle will connect PLCs, School Based Leadership, Professional Development, and Department Meetings in a continuous feedback loop to emphasize monitoring and intervention subsequent to multiple data points and early warning systems.

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current performance data indicates 56% proficiency in mathematics performance. This leaves a performance gap of 44% as measured by the percentage of students earn a 1 or a 2 on the EOC. The target is 100% student success indicating a new to increase our performance in mathematics through instructional practice.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of students achieve proficiency will increase from 56% to 62% as measured by Algebra I and Geometry EOC results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Frequent classroom walkthroughs, analysis of cycle performance data, PLCs, and the School Based Leadership Team (SBLT).
Person responsible for monitoring outcome:	Dwight Latimore (latimoredw@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance student capacity to identify critical content from the standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in a manners which differentiate and scaffold instruction. This is intended to meet student-specific needs and will included embedded instruction specifically designed for disabled students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Increasing staff capacity to identify critical content an align with district resources and use data to make instructional decisions and modifications to meet the needs of students will allow for standards based planning, standards based instruction, and increased rigor.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-Schedule students into Algebra 1A and Algebra 1 in accordance with prior assessment data.
-Plan an instructional model that will allow for small class sizes, break-out groups, chunking of difficult content, and the use of computer based instruction to support individual student learning needs and gains.
-Review data during regular PLCs; modify and plan instruction in accordance with cycle assessments, CBI, and early warning indicators.
-Provide opportunities for student learning repetition, remediation, and support through tutoring, CBI, break-out groups, and small class sizes.

Person Responsible   Dwight Latimore (latimoredw@pcsb.org)

#2. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Teachers utilize instructional practices that support writing, inquiry, collaboration, organization and reading (WICOR) to raise achievement levels and close the achievement gap in Social Studies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of students achieving proficiency will increase from 88% to 93% as measured by U.S. History EOC results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	PLCs will develop common assessment questions, analyze Performance Matters data, and monitor the data to plan and inform instructional practice. The PLCs will share this information with the School Based Leadership Team and align Professional Development to develop classroom and student specific interventions for the known performance gaps. Department Chairs will review the data points with the School Principal, APC, and SBLT to ensure resources, professional development, and classroom supports are available as needed to ensure growth on this performance indicator.
Person responsible for monitoring outcome:	Kris Toscani (toscanik@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance teacher capacity to identify critical content from the standards in alignment with district resources. Support staff to utilize data to organize students to interact with content in manners which differentiate /scaffolds instruction to meet the needs of students and embed specially designed instruction for students with disabilities.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Increasing staff capacity to identify critical content and align with district resources and use data to make instructional decisions to meet the needs of students will allow for standards based planning, standard based instruction and increased rigor.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

• Teachers include WICOR strategies into daily lesson plans that support students at all levels. (See WICOR in Social Studies instructional strategies matrix for specific recommendations on strategies to implement)
• Teachers receive professional development around inclusion WICOR strategies that include movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.
• Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies and create instructional materials aligned to the rigor of content benchmarks.
Administrators help organize strategy walks or demonstration days for social studies teachers to view and reflect on the effective implementation of WICOR instructional practices.

Person Responsible   Kris Toscani (toscanik@pcsb.org)

Social Studies Teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement.
Sample action steps to implement strategy:
• Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student progress toward mastery of the course content. (Common, standards aligned, mini assessments are available for World History, U.S. Government, Economics with Financial Literacy, and U.S. History courses)
• Teachers meet in regular PLS's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement; or to develop lessons that meet the rigor of the course benchmarks. Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.

Person Responsible   Kris Toscani (toscanik@pcsb.org)

Teachers incorporate instructional activities that support student success with literacy within the social studies curriculum
Sample Action Steps to implement strategy:
• Administrators monitor and support the implementation of literacy standards through Document Based Questions (DBQ) project materials and Stanford History Education Group (SHEG) lessons in the social studies.
• Social Studies teachers will continue to integrate literacy standards into the social studies content via Document Based Question (DBQ) Project materials and Stanford History Education Group (SHEG) lessons
• Teachers receive professional development on implementing DBQs and SHEG lessons into their curriculum. Teachers provide students with exposure to a variety of primary and secondary source documents at varying complexities through the year and the time to productively struggle throughout the document analysis process with appropriate scaffolds when needed.

Person Responsible   Kris Toscani (toscanik@pcsb.org)

Social Studies Teachers wil utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement.
Sample action steps to implement strategy:
• Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student progress toward mastery of the course content. (Common, standards aligned, mini assessments are available for World History, U.S. Government, Economics with Financial Literacy, and U.S. History courses)
• Teachers meet in regular PLS's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement; or to develop lessons that meet the rigor of the course benchmarks. Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.

Person Responsible   Kris Toscani (toscanik@pcsb.org)

Teachers utilize instructional practices that support writing, inquiry, collaboration, organization, and reading (WICOR) to raise achievement levels and close the achievement gap in social studies.
Sample action steps to implement strategy:
• Teachers include WICOR strategies into daily lesson plans that support students at all levels. (See WICOR in Social Studies instructional strategies matrix for specific recommendations on strategies to implement)
• Teachers receive professional development around inclusion WICOR strategies that include movement, collaboration and accountable talk strategies that can be implemented and modified to mee the needs of diverse learners
• Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID'S WICOR learning support strategy walks or demonstration days for social studies teachers to view and reflect on the effective implementation of WICOR instructional practices.

Person Responsible   [no one identified]

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current level of performance is 66% as evidenced by the Spring 2022 FSA ELA data. Our performance level will rise to 71% as measured by the Spring 2023 Progress Monitoring assessment (FAST). The problem we see is that students are not being challenged with higher order thinking questions on a routine basis.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of all students achieving ELA proficiency will increase from 66% to 71%, as measured by Spring 2023 Progress Monitoring Assessment (FAST).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring will occur through Progress Monitoring, formative assessments, PLCs, and administrative walk-throughs. Data will be obtained from the PMAs (FAST) in cycle 1 and 2, disaggregated in the PLCs, reviewed with the SBLT, and utilized to plan Professional Development.
Person responsible for monitoring outcome:	Chiquita Godwin (godwinch@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Standards based lessons aligned to bench-marks with age and reading level approximate texts. Teachers will completed BEST Benchmarks training, utilizing resources provided by the district's staff developers, and work with an ISD to plan and review lessons.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Engagement in PD related to improving instructional practice such as AVID and PLCs will increase our focus on improving instructional practice. Teachers will work with an ISD to improve instructional practice as related to implementation of lesson plans and assessment of student work

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers meet in PLCs at least once per month to share ways they are incorporating HOT Qs and collaboration into their lessons and what effect placing students in the productive struggle is having on student growth. In PLCs teachers also share ways to support students who continue to struggle with engagement in collaboration around complex tasks like HOT Qs.

Person Responsible	Chiquita Godwin (godwinch@pcsb.org)

ELA and reading teachers receive professional development around B.E.S.T. Benchmarks, HOT Questions, and collaborative structures.

Person Responsible	Chiquita Godwin (godwinch@pcsb.org)

Administrators monitor and support the implementation of the use of grade- appropriate B.E.S.T. complex texts and connected tasks-like HOT Q's in reading and ELA classrooms through classroom observation.

Person Responsible	Chiquita Godwin (godwinch@pcsb.org)

The Literacy Team will provide ongoing PD for school wide implementation of literacy strategies. These strategies will be implemented in all content areas.

Person Responsible	Chiquita Godwin (godwinch@pcsb.org)

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

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

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our level of proficiency is 82% as evidenced by the Biology I EOC performance data. We expect our performance level to increase to 87% by May 2023 on the Biology 1 EOC.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of students achieving proficiency on the 2023 Biology 1 EOC will increase by 5% by May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will meet in monthly PLCS, frequent administrative walk-throughs, analysis of cycle data, and discussion with the SBLT.
Person responsible for monitoring outcome:	Shawn Anderson (andersonshaw@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers utilize instructional practices that support writing, inquiry, collaboration, organization, and reading (WICOR) to raise achievement levels and close the achievement gap in science.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	WICOR strategies are used to differentiate and scaffold instruction. This will allow teachers to provide opportunities for all students to learn and grow.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers intentionally plan in Professional Learning Community (PLC) groups and facilitated planning for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies.

Person Responsible	Shawn Anderson (andersonshaw@pcsb.org)

Administrators help organize strategy walks or demonstration days for science teachers to view and reflect on the effective implementation of AVID WICOR strategies.

Person Responsible	Shawn Anderson (andersonshaw@pcsb.org)

Teachers include WICOR strategies into daily lesson plans that support students at all levels.

Person Responsible	Shawn Anderson (andersonshaw@pcsb.org)

Administrators frequently observe classrooms for effective use of WICOR strategies, provide constructive feedback to teachers and collaborate to determine next steps.

Person Responsible	[no one identified]

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

East Lake High School implements through ongoing professional develop Pinellas County School's Core Values. Staff members participated in workshops designed to identify processes and strategies utilized to ensure our students have an outstanding daily academic experience. Staff members also identified the current performance indicators for our implementation of the Core Values and gaps in the desired and actual states of implementation. These performance gaps are used to drive our instructional planning, meeting agenda, school and extra-curricular activities, and communication plans with the community and families. East Lake High School further excels at creating an inclusive and engaging environment; one in which students and families are regularly invited and encouraged to engage, provide feedback, participate in the School Advisory Council, and volunteer to assist our students and staff.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Our vision is 100% student success. Our primary stakeholders are the students and their families. Families and the community at large are asked to support the school's mission and vision, prepare their students for academic success monitoring student academic performance and communicating with respect with the school teachers and staff to proactively address concerns that may inhibit academic success. Students are expected to adhere to the district's Code of Conduct, attend on time, and on a daily basis, complete assignments in a timely manner, and take active ownership of their own learning. The school reciprocates by providing highly qualified teachers and a structured, safe, and efficient school environment.