

# School Improvement Plan

## 2015-2016

East Lake High

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Superintendent



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# School Improvement Plan

## PART I CURRENT SCHOOL STATUS

### Section A

### School Information

School Name East Lake High	Principal's First Name Carmela	Principal's Last Name Haley
School Advisory Council Chair's First Name Kerry	School Advisory Council Chair's Last Name Holt	

### SCHOOL VISION - What is your school's vision statement?

100% Student Success

### SCHOOL MISSION - What is your 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.

### SCHOOL ENVIRONMENT

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

We believe the more we learn about the community our students come from, the higher the achievement level our students will be able to attain. The language, culture, values, family, and home environment of our students are included in our focus. Building relationships with our students will enable our staff to better support our students in the classroom and to differentiate instruction. Teachers and administrators can run reports in our student information system, FOCUS, to gather background knowledge on test scores and assessments of all the different ethnic populations attending the school. This information can be used to close the achievement gaps for all subgroups with individualize instruction. Relationships are built not only in the classroom between teacher and students but in clubs and organizations such as Multicultural Advisory Committee, 5000 Role Models and PRISM. Our students have the opportunity to participate sports, therefore they are able to build relationships, learn self discipline and how to be role models for others.

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

The school community at East Lake reassures students to feel safe and respected because of the processes, security measures and individual supports that are in place at the school. Faculty and staff monthly meetings will contain training to increase awareness and sensitivity to diverse cultures by highlighting similarities and differences as they relate to student population. During the Professional Learning Community meetings, teachers will learn how to adapt classroom instructional practices to meet the needs of students with varying cultural backgrounds. Bullying Prevention and Teen Dating Violence Prevention measures are communicated to students via staff and websites. Processes for reporting and investigation of all incidents are outlined with administration and staff in handbooks. Administrators are trained on reporting and investigating all reports of bullying every year. The Crisis Plan is designed in the Safety committee with stakeholder input. Preparedness exercises along with tornado and fire drills are conducted and reviewed monthly as an agenda item for the Safety Committee. Threat assessments are held as protocol indicates during investigations. Guidance counselors, administrators, social workers, psychologist and the school resource officers provide students with a healthy, nurturing, and caring environment. Finally students are encouraged to take responsibility for their part in maintaining a safe school environment including participation in SADD and Student Government.

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

At the beginning of the year teachers develop and submit a classroom management plan. A classroom management plan is designed to help the teacher establish and maintain positive environment in the classroom. Our school also has a Discipline Committee that

establishes a school-wide Master Discipline Plan. The school-wide plan is communicated to all stakeholders and training is provided to faculty and staff during monthly meetings addressing management students from culturally different backgrounds. Positive Behavior Intervention and Support (PBIS) is a process for creating school environment at East Lake High school that is more predictable and effective for achieving academic and social goals. There are many different Responses to intervention (RTI) teaching strategies that can be used. In Tier one, some of the most effective RTI strategies used are well structured, planned and research-based. Tier Two involves more intentional teaching strategies that pinpoint exactly what students need to do in order to learn. In Tier Three, the instruction is very individualized according to learning styles, and may be specific for each student. Appropriate intervention strategies for students are discussed in the Child Study Team (CST) meetings. The CST meets twice a month. The committee includes administrators, guidance counselors, social worker, school psychologist and behavioral specialist. Training for staff is conducted at the beginning of the year during the pre school calendar days on teaching strategies for each of the three tiers of RTI.

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

The guidance counselors at East Lake High are prepared to handle all types of crisis, including student personal crisis and emergencies. They are available to assist our students develop better personal awareness and higher self-esteem. A school social worker works with students, families and teachers to solve problems relating to student achievement and mental health. School Psychologist works with individual students and may perform a psychological evaluation for the student and their family. She also meets with the students to help in a crisis situation. Mentors at East Lake High School have vital skills which include listening and communication. Students often come to value their mentors as the only person who truly lends them a listening ear and non-judgmental conversations. Students can request a mentor with the Volunteer Coordinator at the school.

**PART I** **CURRENT SCHOOL STATUS**

**Section B** **School Advisory Council (SAC)**

**SAC MEMBERSHIP** - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Carmela	Haley	Principal
Kerry	Holt	Chairperson and Parent
Cary	Seigal	Vice Chair and Business
Brenda	Wyers	Parent
Jerry	Kingley	Business
Arvel	Bowers	Business
Eileen	Iacobucci	Teacher
Teresa	Peterson	Support Staff
Heidi	Kay	Secretary and Community
Kyle	Howarth	Student
Kristy	Ottaviano	Teacher
Lilana	Rincon	Parent
Jose	Natal	Teacher
Hunter	Sharp	SGA President
Michael	Del Duca	Senior Class President
Ali	Spies	Junior Class President
Jenaka	Ducey	Sophomore Class President

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Jorge	Natal	Teacher
Marilu	Miro-Chinea	Parent
Nerissa	Howarth	Parent

**SIP LAST YEAR**

Provide an evaluation of last year's school improvement plan.

At each meeting the SAC committee reviewed the progress of the Goals of the SIP. SIP funds were allocated with consideration of area of high need.

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

SIP funds were allocated in areas of need. The funds were spent in the following areas:

1. Science Equipment
2. Refurbishing outdoor classroom
3. Training for teachers over the summer in Art, Science and Engineering
4. Certification prep for Business

**SAC SIP INVOLVEMENT** - Describe the involvement of the SAC in the development of this school improvement plan.

The SAC committee reviews evaluates all School Improvement Goals. At the monthly meetings, school administrators report on the progress of each goal written in the School Improvement Plan. The SAC committee monitors and evaluates the progress of the SIP goals.

**SAC ACTIVITIES** - Describe the activities of the SAC for the upcoming school year.

1. Monitoring the progress of the SIP
2. Addressing safety and security issues and concerns from the community
3. Coordination of information from the school to the community
4. Participation of the Five Star Award
5. Allocate resources and funding provided by the district in alignment to the SIP Goals

**PROJECTED USE OF SIP FUNDS** - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Using the eight step process, the SAC, SBLT, and Leadership Team collaborate on the areas of need based on the Goals in the SIP. The amount allocated to each project is determined by areas of greater need such as teacher training. . SAC approves all allocation of funds through a process developed by the committee. The amount of allocated to each project is determined by the committee during the process.

**STATUTORY COMPLIANCE** -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?  Yes  No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

**PART I****CURRENT SCHOOL STATUS****Section C****Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

**PRINCIPAL**

First Name Carmela	Last Name Haley	Email Address haleyc@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Arts"/>	Field of Study Social Work, Educational Leadership	# of Years as an Administrator 8	# of Years at Current School 8
Certifications (if applicable)			

**ASSISTANT PRINCIPAL #1**

First Name Cindy	Last Name Green	Email Address greenci@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Science"/>	Field of Study Zoology, Educational Leadership	# of Years as an Administrator 21	# of Years at Current School 3
Certifications (if applicable)			

**ASSISTANT PRINCIPAL #2**

First Name Shawn	Last Name Anderson	Email Address andersonshaw@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Arts"/>	Field of Study Music, Educational Leadership	# of Years as an Administrator 1	# of Years at Current School 9
Certifications (if applicable)			

**ASSISTANT PRINCIPAL #3**

First Name Kris	Last Name Toscani	Email Address toscanik@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 3	# of Years at Current School 0
Certifications (if applicable)			

**ASSISTANT PRINCIPAL #4**

First Name Dwight	Last Name Latimore	Email Address latimored@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 6	# of Years at Current School 0
Certifications (if applicable)			

**PART I****CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

- # of instructional employees: 99
- % receiving effective rating or higher: 95
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 98
- % certified infield, pursuant to Section 1012.2315(2), F.S.: 98
- % ESOL endorsed: 9
- % reading endorsed: 1
- % with advanced degrees: 45
- % National Board Certified: 3
- % first-year teachers: 1
- % with 1-5 years of experience: 26
- % with 6-14 years of experience: 44
- % with 15 or more years of experience: 31

**PARAPROFESSIONALS**

- # of paraprofessionals: 2
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

**TEACHER RECRUITMENT AND RETENTION STRATEGIES**

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

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 teachers to East Lake High School are taken on a tour of the 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 for student retention. Teachers are assigned a mentor teacher and attend training at the district level on teaching and learning.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

At East Lake High School, teachers met in teams to review Florida State Standards for the purpose of selecting targets for instructional improvement and lesson planning. Teachers gather data from common assessments to guide instructional decision making, and receive support from members of the Professional Learning Community(PLC). The PLC Teams plan their own professional development and ensure that all lessons are aligned to the assessments.

**TEACHER MENTORING PROGRAM/PLAN** - 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.

**PART I** **CURRENT SCHOOL STATUS**

**Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

**PROBLEM-SOLVING PROCESSES** - 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.

The following problem solving method is used for addressing effectiveness of processes at ELHS:

- Step 1 - Clarifying the problem by analyzing data
- Step 2 - Breaking down the problem into components if necessary, looking at data for gaps in student achievement
- Step 3- Setting a attainable target
- Step 4 - Root cause analysis from an instructional and resource perspective
- Step 5 - Develop action steps to follow including who will monitor the progress
- Step 6 - Seeing action steps through by progress monitoring by personnel assigned
- Step 7 - Monitor process and results including reporting of gains
- Step 8 - Standardizing and Share Successful Practices along with continuous improvement of the process

Implementation of innovative processes and monitoring of results are committee based.

**MTSS SCHOOL-BASED LEADERSHIP TEAM** - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Carmela	Haley	Principal
Cindy	Green	Assistant Principal
Keeley	Harris	Guidance Counselor
Emily	Hill	Math Teacher
Jennifer	Anderson	English Teacher
Molly	Nosek	Science Teacher
Penny	Cathy	Social Studies Teacher
Dana	Smalley	Art Teacher
John	Fulton	Music Teacher
Kathy	Swinehart	VE Specialist
Todd	Brooks	Engineering Teacher
Lisa	Fisher	Physical Education Teacher
Katrina	Pope	World Language Teacher
Lynn	Fetters	Business Teacher



**SYSTEMS IN PLACE** - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The MTSS meets once a month to discuss the progress of the goals included in the SIP as it relates to individual student success. . Members include administration, teachers, guidance counselors, behavioral specialist and support staff. Monitoring of our School Improvement Plan is also 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 is generated by the state Department of Education. The MTSS and SAC discuss Performance Levels Records that include FSA Achievement Levels, Learning Gains, and School Grade, End of Course data for Algebra, and Annual Measurable Gains. The data is studied to provide feedback by the committees to incorporate improvement ideas into the new School Improvement Plan. These ideas are part of the collaborative problem solving process used to make decisions for the implementation into the school improvement plan as described above. MTSS discusses individual students also to develop interventions based the Tier process.

**DATA SOURCES AND MANAGEMENT SYSTEMS** - 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 student information system for PCS is FOCUS, a database or the record of the students' performance record of increasing achievement throughout their high school career. FOCUS follows individual student's cumulative history of grades, FSA/statewide assessment performance. The data includes achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, and progress toward graduation requirements. Behavior history is also documented and accessible in FOCUS. Documentation of individualized interventions can be found in FOCUS for Tier I to Tier 3 monitoring of behavioral and attendance improvements.

Other sources of data:

Department of Education for the State of Florida  
Data Warehouse of Pinellas County  
Surveys of Students, Parents, Staff and Business Partners  
AdvancEd Surveys

**STAFF UNDERSTANDING OF MTSS** - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Staff members are trained through Professional Development at the school and at the district level on the MTSS/Rtl programs. 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/Rtl or Child Study team shares information and processes with the School Based Leadership Team (SBLT) to further build capacity for problem solving. The ProEd facilitator at the school holds additional training throughout the year on data-based problem solving.

## PART I

## CURRENT SCHOOL STATUS

### Section F

### Ambitious Instruction and Learning

**INSTRUCTIONAL PROGRAMS** - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

The core instructional programs and materials are aligned to the Florida Standards in accordance with the Florida Course Code and Descriptions for each subject. Teachers write goals and scales for lesson plans that are aligned to the Florida State Standards. The courses offerings are broad and deep enough in scope to provide a wide range of student interest and abilities. Course offerings include Advanced Placement, Honors, on grade level and Exceptional Education. Teachers also meet in PLC's to develop lesson plans and curriculum guides aligned to the state standards. Lesson plans are reviewed by administration for fidelity.

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

Teachers differentiate instruction by readiness levels, interests and learning profiles of their students. By differentiating instruction, the

Classroom is a place where all students are included and can be successful. Based upon the student's individual needs, the teachers design rubrics or scales from the lesson goals. Using the Depth of Knowledge Levels or Marzano's Art and Science of Teaching Frameworks, the teacher progresses from helping students with new knowledge to helping students generate and test hypothesis. As a result there is an increasing the level of rigor in the classroom. Teacher also design lessons with the use of AVID strategies for struggling students. During preschool teachers are trained on classroom management and cultural sensitivity to help their students maintain engagement during class time.

Teachers at East Lake High School are evaluated on the Marzano Framework process. This process is based on research of over 2 million data points shows that, when implemented with fidelity, the following elements have the highest impact on student achievement. The instruction strategies include:

1. Providing clear learning goals and scales
2. Tracking student progress
3. Celebrating success
4. Establishing classroom routines
6. Identifying critical content
8. Previewing new content
9. Chunking content into "digestible bites"
11. Elaborating on new information
12. Recording and representing new knowledge
14. Reviewing content
17. Examining similarities and differences
18. Examining errors in reasoning
19. Practicing skills, strategies, and processes
22. Engaging students in cognitively complex tasks
24. Noticing when students are not engaged
26. Managing response rates

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

### INSTRUCTIONAL STRATEGY #1

Strategy Type

Cornell Notes

We will continue to stress the use of Cornell notes with our faculty and students as an instructional strategy.

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

The Cornell method provides a systematic format for condensing and organizing notes. Cornell Note taking may be of added benefit in cases where students are required to synthesize and revisit their notes for retention of new knowledge.

Provide a description of the strategy below.

The Cornell method provides a systematic format for condensing and organizing notes. The student divides the paper into two columns: the note-taking column (usually on the right side of the paper) is twice the size of the questions/key word column (on the left side of the paper).

Notes from a lecture or teaching are written in the note-taking column; notes usually consist of the main ideas of the text or lecture, and long ideas are paraphrased.

Within 24 hours of taking the notes, the student must revise and write questions and then write a brief summary in the bottom five to seven lines of the page. This helps to increase understanding of the topic. When studying for either a test or quiz, the student has a concise but detailed and relevant record of previous classes.

How is data collected and analyzed to determine the effectiveness of this strategy?

The teachers will check the student's Cornell notes for organization and study skills against their achievement scores.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

East Lake High School teachers and administration

**INSTRUCTIONAL STRATEGY #2**

Strategy Type

Marking text

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Marking the text is a tactile, interactive behavior that can really support active reading. Most students mark the text to highlight main points of the lesson.

Provide a description of the strategy below.

There are three steps for marking informational texts. The students will be identifying critical content in marking text.

Number the paragraphs

Circle key terms, add more information, highlight key phrases and underline main ideas

Underline the author's claims

How is data collected and analyzed to determine the effectiveness of this strategy?

The teachers will monitor student's assignments on text marking. Administration will see the frequency of the marking the text in the lesson plans.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

East Lake teachers and administration.

**INSTRUCTIONAL STRATEGY #3**

Strategy Type

The teachers will engage the students in cooperative learning groups utilizing project-based learning. During the activity the students will be engaged in cognitively complex tasks.

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Cooperative Learning addresses academic and social skills of students as an instructional strategy. The purpose of this strategy is to teach students interdependence. Students learn from each other.

Provide a description of the strategy below.

Teachers meet in Professional Learning Community (PLC) at least once per month to review student cooperative learning skill/strategy and to implement during class-time to support students learning comprehension of complex text.

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will use common assessments and practice materials to analyze learning gains. The students will be able to record and represent new knowledge.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

East Lake Teachers and administration.

#### INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers will provide students with writing opportunities (claims and evidence).

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Teachers will use common short and extended writing lesson plans where students will support claims and evidence from the

Provide a description of the strategy below.

Teachers will use individual student assignments and also practice materials for standardize test in writing. Lesson may include hypothesizing and testing theories.

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will use individual student assignments and also practice materials for standardize test in writing. Lesson may include hypothesizing and testing theories.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

East Lake High School teachers and administration.

#### STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Summer Bridge extended learning programs are aimed at preventing learning losses and preparing students for the next grade level. The programs, which include enrichment activities, are especially important for students who are performing below grade level or who need extra support to be successful.

Algebra 1 Boot Camp

This program is for current eighth graders who have not taken Algebra 1. Students will earn a ½ credit in this program, which is will prepare students for high school Algebra and set students up for success in future math courses needed to earn their high school diploma.

Literacy and Writing for Success

This program is for current 9th graders who are performing below grade level in reading. Students will earn a ½ credit in this program, which will build their literacy skills for success on the FCAT and/or the ACT to earn a passing score for graduation and also to earn a college and career ready score in preparation for success after high school.

Reading for College and Career Success

This program for current 10th and 11th graders who are performing below grade level in reading. Students will earn a ½ credit in this program, which will build their literacy skills for success on the FCAT and/or the ACT to earn a passing score for graduation and also to earn a college and career ready score in preparation for success after high school.

**COLLEGE AND CAREER READINESS**

Describe the strategies the school uses to support college and career awareness

Students are provided with an array of course offerings (AP, Dual Enrollment, Honors) that have applicable skills directly relating to vocational and technical educational programs. East Lake also offers courses ( business and vocational, visual and performing arts) that prepare students for the workforce or further post secondary training.

Applied and integrated courses are found extensively in our schools’ Engineering program. The curriculum for the Engineering Program is provided by Project Lead the Way(PLTW). PLTW is the nations leading provider of STEM programs. Within the Engineering program , students are required to take multiple integrated courses each year.

Describe how the school integrates vocational and technical education programs.

Students are provided with an array of course offerings (AP, Dual Enrollment, Honors) that have applicable skills directly relating to vocational and technical educational programs. East Lake also offers courses ( business and vocational, visual and performing arts) that prepare students for the workforce or further post secondary training.

Applied and integrated courses are found extensively in our schools’ Engineering program. The curriculum for the Engineering Program is provided by Project Lead the Way(PLTW). PLTW is the nations leading provider of STEM programs. Within the Engineering program , students are required to take multiple integrated courses each year.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

The School Based Leadership Team analyzes the High School Feedback Report each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of wall to wall academies; increased participation in ACT,PERT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.

**PART I** **CURRENT SCHOOL STATUS**

**Section G** **Literacy Leadership Team (LLT)**

**LLT MEMBERSHIP** - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Carmela	Haley	Principal	haleyc@pcsb.org
Kelly	Trill	Teacher	trillk@pcsb.org
Julie	Adrian	Teacher	adrianj@pcsb.org
Keeley	Harris	Guidance Counselor	harriske@pcsb.org
Jennifer	Anderson	Teacher	andersonjen@pcsb.org

**PROMOTING LITERACY** - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

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 ( Cornell notes and marking complex text, etc.), promoting the use of AVID strategies, promoting the instruction of the Florida State Standards, and ensuring all teachers are following the Gradual Release of Responsibility model of instruction. The LLT will meet once a month.

**MAJOR INITIATIVES** - 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 Florida State Standards for Literacy.

Action Steps:

1. LLT Leader will facilitate professional development with other LLT members / Department Chairs and training during preschool 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 Florida Standards.
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 Florida Standards 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. Cornell Notes
  - b. Marking Complex Text
2. The LLT members will receive PD over the various strategies
3. Each department in the school will use the two strategies in lesson plans
4. During each LLT meeting for the six week period, each department will share their experiences with the LLT

Goal 3: The LLT along with AVID teachers will lead every department through the process of completing a Lesson Study and Strategy Walks

Action Steps:

1. Teachers will invite fellow teachers to observe them performing a lesson or a strategy from AVID.
2. The observing teacher will conduct the lesson with their students.
3. Teachers will provide feedback of the lesson's impact on student learning during the PLC meetings.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section A** **Area 1: English Language Arts (Reading)**

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. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

**8-Step Problem-Solving Process**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)** **Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.7		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44		

## FLORIDA ALTERNATE ASSESSMENT (FAA)

## Area 1: English Language Arts (Reading)

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50		

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.5		

## LEARNING GAINS

## Area 1: English Language Arts (Reading)

## Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67		

## Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65		

## COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

## Area 1: English Language Arts (Reading)

## Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
76.5		

## Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.5		

## Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
41.2		

## ANNUAL MEASURABLE OBJECTIVES (AMOs)

## Area 1: English Language Arts (Reading)

## Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	75.6		
Black/African American	45.5		
Hispanic	67.9		
Asian	57.1		
American Indian	0		
English Language Learners (ELLs)	0		
Students with Disabilities (SWDs)	48.3		
Economically Disadvantaged	53.8		

**POSTSECONDARY READINESS**

Four-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.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26	78	79

If you have a goal to support your reading targets, provide the following information for that goal.

**READING GOAL****Area 1: English Language Arts (Reading)**

What is your school's reading goal? Provide a description of the goal below.

East Lake High School had a high school proficiency passing rate In Reading on the Florida State Assessment for Spring 2015 of 76.6%.

East Lake High School teachers will implement literacy strategies into content area classes (Cornell Notes and Marking Complex Text) for a proficiency level for 79% of our students.

The goal is to strengthen students' reading ability levels via the teacher's expertise in teaching reading strategies using core course texts or related texts that directly support students with success in their core subjects using Universal Design for Learning (UDL) Model.

Provide possible data sources to measure your reading goal.

Florida State Assessment test , SRI for progress monitoring, practice test, ACT, SAT PERT, Read 180 data

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Schedule students into appropriate reading and English, English Honors, AP or College classes	<ol style="list-style-type: none"> <li>1. Review of student's schedules pre-school by guidance counselors and administration</li> <li>2. Include reading specialist to monitor learning gains of students for proper student placement by the reading sorter and recent assessment test</li> </ol>
Action 2	Plan to Implement Action 2



<p>Departments will adopt instructional reading strategies with the support of LLT</p> <p>Pinellas County Schools will use a workshop model that is student-directed, that is based on data, and that follows Universal Design for Learning (UDL). Curricular content will be incorporated from core subject areas with the intention of connecting support provided in reading courses with the content courses, e.g., English language arts (ELA), science, and social studies.</p> <p>Information regarding Universal Design for Learning (UDL) Model: <a href="http://www.udlcenter.org/aboutudl">http://www.udlcenter.org/aboutudl</a></p> <p>Upon returning to school, our teachers will attend training on the use of the model. The new curriculum will concentrate on improving reading in the core subject areas and therefore increase understanding across all subjects. I wish you could meet our reading teacher because she is one of the best. She does not allow a student's behavior to interrupt the learning of others.</p>	<ol style="list-style-type: none"> <li>1. Communication and training of instructional strategies to all staff during per-school with the use of ELA/Reading Florida core modules as a strategy to improve reading and writing proficiency.</li> <li>2. Walkthroughs to collect data of implementation - clear focus on essential learning and goals with the use of the reading strategy</li> <li>3. PLC meeting to collaborate on directed lessons with reading strategy integration</li> <li>3. All newly hired teachers must receive NGCAR-PD training and certification</li> </ol>
<b>Action 3</b>	<b>Plan to Implement Action 3</b>
<p>Monitor learning gains of students with data sources listed by teachers and administration</p>	<ol style="list-style-type: none"> <li>1. Monitor testing calendar of SRI and other student assessments for percent participation to assess learning gains of all students</li> <li>2. Monitor teacher use of student achievement scores in Focus/SIS by administration</li> <li>3. Walkthroughs to assess the use of remediation for the FAS utilizing the practice tests connecting objectives/standards with comprehension.</li> </ol>
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
<p>Eliminate the achievement gaps for African-American students in FSA Reading Proficiency</p>	<ol style="list-style-type: none"> <li>1. Review student schedules of African-American students for opportunities for AVID, credit recovery and rigorous course work</li> <li>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</li> <li>3. Conduct professional development on assessing the achievement gaps in African-American students</li> </ol>

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section B****Area 2: English Language Arts (Writing)****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

## Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
74	77	78

## Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.3		

If you have a goal to support your writing targets, provide the following information for that goal.

**WRITING GOAL****Area 2: English Language Arts (Writing)**

What is your school's writing goal? Provide a description of the goal below.

East Lake teachers will provide students with writing opportunities (claims and evidence) to increase the writing scores to 79% proficiency.

Provide possible data sources to measure your writing goal.

FSA ELA Writing practice, PERT Writing, classroom assessments of journaling, Cornell notes and Quick Writes, walkthrough data to analyze frequency of writing assignments and complexity of assignments.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers individually identify students in the classroom for writing proper student placement into classes	<ol style="list-style-type: none"> <li>1. Ensure all are placed into appropriate English Class</li> <li>2. Evaluate PERT 11th grade scores to assign college prep classes as needed</li> </ol>
Action 2	Plan to Implement Action 2
LLT monitors implementation of writing strategies with increased frequency of writing assignments	<ol style="list-style-type: none"> <li>1. Evaluate student writing to evaluate writing strategy needed for student achievement and learning gains</li> <li>2. Increase informal writing assignments with conferencing to improve organization, revision, and editing of student work</li> <li>3. Increase direct instruction of citing evidence and embedding quotes</li> <li>4. Teacher will use ELA exemplary modules to improve teaching and learning</li> <li>5. Teacher will utilize the professional development from the Core Connection training in the classroom with complex text and text-dependent questions</li> </ol>
Action 3	Plan to Implement Action 3
Professional development for FAS ELA Writing expectations.	<ol style="list-style-type: none"> <li>1. Continue Professional Development for teacher to assess student's data on the FSA</li> <li>2. Conduct Professional Development and PLC on data analysis and points for all subgroups</li> <li>3. Provide Professional Development on the implementation and use of data based questioning, effective writing and writing prompts</li> <li>4. Emphasize bell work and other writing assignments for content area teachers in professional development</li> </ol>

Action 4	Plan to Implement Action 4
Eliminate achievement gap for African-American students for FAS writing and PERT Writing	1. Pull outs for students needing writing interventions by Literacy Coach 2. Teachers will conduct individual FAS Chats with subgroups

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section C** **Area 3: Mathematics**

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
75		

**LEARNING GAINS** **Area 3: Mathematics**

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67		

**ANNUAL MEASURABLE OBJECTIVES (AMOs)** **Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

<b>Area 3: Mathematics</b>	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	100		
Black/African American	100		
Hispanic	0		
Asian	0		
American Indian	0		
English Language Learners (ELLs)	0		
Students with Disabilities (SWDs)	0		
Economically Disadvantaged	0		

**POSTSECONDARY READINESS**

Four-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.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27	77	78

**ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
47.9		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10.2		

**GEOMETRY END-OF-COURSE ASSESSMENT (EOC)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32.2		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31.8		

If you have a goal to support your mathematics targets, provide the following information for that goal.

**MATHEMATICS GOAL**

What is your school's mathematics goal? Provide a description of the goal below.

East Lake High School had a high school proficiency passing rate on the Algebra I EOC for the Florida State Assessment for Spring 2015 of 57%.

East Lake High School math teachers will increase instructional rigor by using technology including the use of Carnegie Cognitive Tutor and embedding AVID strategies to increase student achievement in math to 65% proficient.

Provide possible data sources to measure your mathematics goal.

Classroom walkthrough data, classroom formative assessments, PCS progress monitoring and common assessments created by the math department, Algebra I EOC, PSAT, Performance Matters benchmark assessments, progress monitoring sheets

Second semester - addition of Algebra Nation

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Targeted scheduling for Algebra I students	1. Ensure students are scheduled based on previous test scores and individual needs 2. Teachers will analyze achievement scores from past test.
Action 2	Plan to Implement Action 2
Teachers will use Carnegie Cognitive tutor to monitor student progress in Algebra I, Algebra II and Geometry.	Teachers will monitor data and develop RTI modules based on student needs through the Carnegie Cognitive Tutor through PLC's and district support.
Action 3	Plan to Implement Action 3
Eliminate achievement gap for African American students	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 tutoring after school
Action 4	Plan to Implement Action 4

Dedicated curriculum for Algebra 1 Success	<ol style="list-style-type: none"> <li>1. Continue Carnegie Learning program for Algebra I</li> <li>2. Algebra 1 teachers will collaborate through a PLC to effectively implement Carnegie Learning and Math XL programs.</li> <li>3. Algebra 1 Crash Course and Everglades workbooks will be used to tandem with MathXL for Algebra Credit Recovery classes.</li> </ol>
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<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section D</b>	<b>Area 4: Science</b>
<b>FLORIDA ALTERNATE ASSESSMENT (FAA)</b>	

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50		

<b>BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)</b>
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Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34.7		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
45.9		

If you have a goal to support your science targets, provide the following information for that goal.

<b>SCIENCE GOAL</b>	<b>Area 4: Science</b>
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What is your school's science goal? Provide a description of the goal below.

The passing rate for Biology EOC for 2014-2015 was 83% at East Lake High School.

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 in the tenth grade to 86% proficiency level for students.

Provide possible data sources to measure your science goal.

Classroom walkthrough data, district progress monitoring, site based progress monitoring, classroom formative assessments, teacher and county made common assessments used for data comparison

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Implement literacy strategies to support Biology curriculum	<ol style="list-style-type: none"> <li>1. Utilize science instructional deployment for model labs, coteaching and progress monitoring data analysis</li> <li>2. Utilize science and site based progress monitoring in 10th Biology classrooms</li> <li>3. Analyze data from progress monitoring and use this data to align our lessons/curriculum areas of need</li> </ol>
Action 2	Plan to Implement Action 2

– Reduce achievement gaps in all level 1 and 2 labeled students of 10th graders in Biology EOC proficiency	1. Analyze and track specific data all level 1 and level 2 10th graders quarterly PLC analysis of the county common assessment results 2. Conduct professional development on data points for all subgroups
<b>Action 3</b>	<b>Plan to Implement Action 3</b>
Use Florida Biology I EOC study guides purchased by each student	1. Conduct professional development on use and lesson plan within the Biology TEAM AT ELHS and Tarpon High School 2. Communicate lesson within the team that worked and compare results on chapter assessments
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
Implement State Standards in Biology by encouraging critical thinking over memorization, embracing collaboration and integrating technology	1. Meetings/Trainings with ELHS Biology Team have already been scheduled and are now implemented into our lesson plans for the year and District wide training preschool 2. Analyze and track specific data with all students especially the Level 1's and 2's and the 10th graders taking Biology.

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section E</b>	<b>Area 5: Science, Technology, and Mathematics (STEM)</b>

Number of STEM-related Experiences Provided for Students  
*(i.e., robotics competitions, field trips, science fairs)*

2014-15 Status (#)	2015-16 Target (#)
10	12

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.01	0.02	0.03

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27	25	28

Completion Rate for Students Enrolled in Accelerated STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
25	26

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
13.6	14	14.5

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
55	58

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4.8	5.8	6

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.12	0.24	0.25

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
0.64	0.7

If you have a goal to support your STEM targets, provide the following information for that goal.

**STEM GOAL** **Area 5: Science, Technology, and Mathematics (STEM)**

What is your school's STEM goal? Provide a description of the goal below.

East Lake High School Academy of Engineering teachers will increase their instructional rigor to prepare their students for their PLTW End of Course 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 to 85% of the students.

Provide possible data sources to measure your STEM goal.

PLTW EOC Standardized Test Scores  
Scores from the previous year

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Ensure Academy students are enrolled in 3 or more EOC PLTW classes through the end of their Junior year.	1. Monitor student enrollment within the Academy. Identify students not enrolled in PLTW courses as Juniors or Seniors
Action 2	Plan to Implement Action 2
If a student does not receive a passing score on their PLTW EOC, we will have them take another PLTW elective (in addition to EDD) as a senior.	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. 3. Encourage identified students to take an additional PLTW elective as a Senior.
Action 3	Plan to Implement Action 3
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.	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.
Action 4	Plan to Implement Action 4
Put a process in place to capture all the names of the students who earned a certificate to qualify the school for state funding and school grade	1. Identify students who passed the certification test and send names to district.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section F** **Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27	29	30

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
90	92	95

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
92	95

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.12	0.25	0.3

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
84	86

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.62	0.68	0.7

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	100	100

If you have a goal to support your CTE targets, provide the following information for that goal.

**CTE GOAL** **Area 6: Career and Technical Education (CTE)**

What is your school's CTE goal? Provide a description of the goal below.

East Lake High School will increase the number of students in CTE classes and increase the number of students who pass the certification exams by 25%.

Provide possible data sources to measure your CTE goal.

Numbers of the students in the CTE courses and the scores the certification test.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increase the number of students in CTE classes	Promote the Microsoft Certifications and other CTE certifications
Action 2	Plan to Implement Action 2
Addition of one Business Teacher	Build into the Master Schedule one more Business Teacher
Action 3	Plan to Implement Action 3
Add more Business labs on campus	Submit a Technology Request to the district for additional computer drops and power
Action 4	Plan to Implement Action 4
Monitor students in the Business classes for engagement and progression	Continue walkthroughs and informal observations



## PART II

## EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

## Section G

## Area 7: Social Studies

## CIVICS END-OF-COURSE ASSESSMENT (EOC)

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

## U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24.4		

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57		

If you have a goal to support your social studies targets, provide the following information for that goal.

## SOCIAL STUDIES GOAL

## Area 7: Social Studies

What is your school's social studies goal? Provide a description of the goal below.

East Lake High School had a high school proficiency passing rate on the United States History EOC on the Florida State Assessment for Spring 2015 of 81%.

East Lake High School teachers will use instructional rigor by using Document Based Questions for the US History Curriculum to 85% proficiency level.

Provide possible data sources to measure your social studies goal.

Classroom Walkthroughs, Classroom formative assessments, PCS monitoring and common assessments created by the Social Studies Department

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Implement teaching strategies to support U.S. History Curriculum	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 scales for each state standard
Action 2	Plan to Implement Action 2
Eliminate achievement gaps for African-American students	1. Differentiated instruction to eliminate achievement gaps 2. Develop lesson plans that incorporate background knowledge and hands on experiences
Action 3	Plan to Implement Action 3

Use Document Based Questioning developed from state standards and curriculum in preparation for the EOC	1. Teachers to develop lesson plans using extensive text-based research and writing opportunities (claims and evidence) in preparation for the EOC 2. Teachers will ask high-level, text-specific DBQ's and require high-level, complex tasks and assignments.
Action 4	Plan to Implement Action 4

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section H</b>	<b>Area 8: Early Warning Systems</b>
<b>ATTENDANCE</b>	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.03	.01	.01
Grade 10	.03	.01	.01
Grade 11	.03	.01	.01
Grade 12	.01	.01	.01

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	5	0	0
Grade 10	8	1	0
Grade 11	16	0	0
Grade 12	2	0	0

<b>SUSPENSIONS</b>	<b>Area 8: Early Warning Systems</b>
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Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	17	.02	.01
Grade 10	20	.03	.01
Grade 11	23	.02	.01
Grade 12	18	.02	.01

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	4	2	1

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 10	3	2	1
Grade 11	5	3	1
Grade 12	2	1	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.06	.04	.03
Grade 10	.05	.03	.03
Grade 11	.08	.05	.04
Grade 12	.05	.02	.01

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.03	.07	.05
Grade 10	.03	.07	.05
Grade 11	.02	.08	.06
Grade 12	.003	.05	.04

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.01	.07	.05
Grade 10	.02	.07	.05
Grade 11	.025	.08	.06
Grade 12	.003	.05	.03

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.001	.001	0
Grade 10	.001	.001	0
Grade 11	.005	.003	0
Grade 12	.003	.003	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
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	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.005	.002	.001
Grade 10	.001	.002	.001
Grade 11	0	.002	.001
Grade 12	0	.001	.001

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

**RETENTIONS**

**Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.03	.03	.02
Grade 10	.04	.04	.03
Grade 11	.04	.05	.04
Grade 12	.02	.01	.00

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	11		
Grade 10	13		
Grade 11	.02		
Grade 12	.02		

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	14	1.7	1.0
Grade 10	1	7.1	5.0
Grade 11	1	11.2	8.0
Grade 12	not available	10.2	8.0

## Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36	15	13

**MULTIPLE EARLY WARNING INDICATORS****Area 8: Early Warning Systems**

## Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	11.4	13.9	
Grade 10	16.3	15.7	
Grade 11	20.6	19.8	
Grade 12	15.3	20.4	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

East Lake High School teachers attend professional development to identify the multiple early warning students. The teachers are able to recognize Early Warning Signs such as poor attendance, disruptive behavior, low GPA, and course failures. The Early Warning Signs or barriers to success are used to identify East Lake High school students who are at risk for dropping out. The students are discussed and interventions are developed in the Child Study Team and MTSS. Teachers monitor progress of the students and implement intervention strategies involving making students feel connected and academic engagement. Faculty and staff mentor students to build relationships creating a sense of belonging to the high school. Classroom lesson plans are developed to include engaging activities such as Jigsaw Cooperative Learning, Graphic Organizers and the use of visuals.

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 FSA 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. 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. Our Goal for discipline is to reduce the number and percent of discipline incidents for each student subgroup by 40%.

## 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  
 After School Bus 5:15 PM 9th -12th 200 ELP  
 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

## 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  
 After School Bus 5:15 PM 9th -12th 200 ELP  
 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

**DROPOUT PREVENTION**

**Area 8: Early Warning Systems**

The following data shall be considered, 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.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	2	0

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
95	95	96

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
49	88	89

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
95	95	96

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
95	95	96

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section I Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Add Target Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>22 out of 145 students or 15% of the African-American population have less than a 2.0 GPA Reduce the number of African American student with less than a 2.0 GPA to 10% of the population.</p> <p>Action Plan: 1. Place students in Grad Point during the school day for credit recovery and grade forgiveness to avoid transportation issues with after-school programs. 2. Provide after school and lunch tutoring for students with the subject area individual teachers 3. Use Extended Learning for tutoring, credit recovery and grade forgiveness to raise GPA</p>	18%	15%	10%
<p>African American students who are Early Warning students need to be mentored by an adult role model at the school and decrease the number of students in this category to 10% of the population.</p> <p>Action Plan: 1. Assign a mentor to the African American students who have the Multiple Early Warning Signs. 2. Continue Role Model 5000 as a relationship building forum for our students.</p>	18%	15%	10%
<p>Increase the number of African American students in at least one advanced course during their high school career by 20%</p> <p>Action Plan: 1. Increase the number of African American students in Avid and advanced courses 2. AVID teachers and the AVID committee to progress monitor and provide tutoring to students in AVID currently for retention.</p>	12%	10%	8%
<p>Decrease the number of African American students receiving referrals to the office by 11%.</p> <p>Action Plan: 1. Provide cultural responsive positive behavior intervention training to faculty and staff 2. Examine Early Warning System Data each month to identify students to discuss in the Child Study team for interventions.</p>	34%	33%	25%

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section J** **Area 10: Family and Community 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).*

**LEVEL OF PARENTAL INVOLVEMENT** - 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 who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Parents engagement opportunities include College and Career Ready night, FAFSA Nights, Engineering Discovery night, Focus Group meetings on /teen /dating, LiveFree Town, NOPE, New Student Orientation, Booster Parent meetings, Relay for Life. These opportunities are held after school for maximum participation.

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

We believe building positive relationships with families is vital to the student academic success. As families walk into the front office they are greeted with a warm and friendly environment. Students are encouraged to participate in extracurricular activities which are attended by their families.

Communication to parents at East Lake High School can fall under anyone of the follow: newsletters, emails, calls home, marquee, school website, FACEBOOK, and TWITTER.

**LEARNING ABOUT LOCAL COMMUNITY** - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

East Lake High School builds partnerships with local businesses and community organizations. Businesses are involved in internships and job shadowing. The academies have advisory committee or booster clubs with local business companies. The School Advisory Counsel and the PTA provide a valuable connection to the the business community with members sitting on both boards.

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section K Area 11: Additional Targets**

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

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**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.

Add PD
Delete PD

Professional Development Identified	
Related Goal(s)	Increasing student achievement in the state assessment test and EOC.
Topic, Focus, and Content	AVID Strategies Florida Literacy Standards Development of Goals and Scales based on Florida State Standards Research based strategies from the LLT Industry training Book Studies Strategy Walks Focus Lesson Plans
Facilitator or Leader	Administration and ProEd facilitator Faculty members



Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	PLC school wide training district wide training
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	pre school district wide monthly faculty meetings
Strategies for Follow-Up and Monitoring	surveys of need and effectiveness component point offering walkthroughs to see extent of implementation
Person Responsible for Monitoring	ProEd facilitator and administration

**PART IV** **COORDINATION AND INTEGRATION**

**FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS** - 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 IV, 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 receives no Title I, II, III, VI, X funds.

**MEETING STUDENT NEEDS** - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School Improvement funds are under the dispensation of the School Advisory Committee. Teacher submit a request for funds in writing to the committee. During the monthly meetings, teachers present their request to the committee. The committee votes on each request taking into consideration the number of students served by the request and its impact on student learning.

**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	Improved Student Achievement
Actions/Plans	improved Student Achievement through professional development, ELP and other credit recovery ,expand AVID program, AP offerings

Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional development, conferences, materials, technology ELP funds AVID materials Training for AP teachers
Description of Resources	Model School, Educational vendors, ASCD, Advanced Placement, FOCUS, AVID and other district and non-district trainings.
Funding Source	State and district funding
Amount Needed	\$10,000.00

**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 goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. 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.	

# 8-Step Planning and Problem-Solving Process

