

School Improvement Plan

2015-2016

East Lake Middle

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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 Middle	Principal's First Name Karen	Principal's Last Name Huzar
School Advisory Council Chair's First Name Mark	School Advisory Council Chair's Last Name Ondash	

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

100 % Student Success

SCHOOL MISSION - What is your school's mission statement?

East Lake Middle School Academy of Engineering will prepare students to be college and career ready and have the skills to compete in a global society.

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 where our students come from, the higher the achievement level our students will be able to attain. Their language, culture, values, family, and home environment are included on this list. This will enable our teachers 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 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, Robotics, STEM Academy, PTA Community service club, etc.

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 because of the safety measures and students supports that are already in place at the school. Bullying Prevention and Teen Dating Violence Prevention is communicated and a process is in place to reporting and investigation of all incidents. Crisis plans were developed with stakeholder input and published. Preparedness exercises and drills are conducted reviewed monthly as an agenda item for the Safety Committee. Threat assessments are held as protocol indicates during investigations. The Principal, guidance counselor, social worker, psychologist and the school resource officer 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 Student Council.

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 get and maintain positive environment in the classroom. Our school also has a PBS Committee that establishes a school-wide expectations. The school-side plan is communicated to all stakeholders. Positive Behavior Intervention and Support (PBIS) is a process for creating school environment at East Lake Middle 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 learn and that specifically teach them accordingly. 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 meetings. The CST meets twice a month. The committee includes administrator, guidance counselor, social worker, school psychologist and ESE teacher. 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. Also since East Lake Middle School Academy of Engineering is an application school there is specific criteria in place for students to continue their education at our school this includes academic and behavior expectations.

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 counselor at East Lake Middle School Academy of Engineering is expected to be prepared to handle all types of crisis, including student personal crisis and emergencies. She is available to assist our students develop better personal awareness and higher self-esteem. Modes of delivery include classroom guidance, group and individual counseling, and school-wide initiatives. 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 performing 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 Middle Academy of Engineering have vital skills 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
Mark	Ondash	SAC Chair/Parent
Beverly	Reeves	SAC VP Chair/Parent
Jackie	June	Secretary/Parent
Karen	Huzar	Principal
Donna	Miller-Dunham	Business
Deborah	Chappel	Teacher
Melissa	Broner	Guidance Counselor/School
Amira	Ray	Support Staff
Eva	Krutchik	Parent

SIP LAST YEAR

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

Below is a summary of our 2014-15 year's goals and the results associated with each goal. Some goals used the FSA test to based measurement, however due to not receiving the scores yet we do not have data for these goals.

- 1) 100% of students will be proficient in finding textual evidence as measured by the FSA in Spring 2015.
Results - FSA scores are not back yet, therefore we do not have data to evaluate this goal.
- 2) 90% of students will score a 3.5 or better on the writing test.
Results -Again FSA scores are not back yet, therefore we do not have data to evaluate this goal. However, our Writescore pre-tests showed that our average score was a 4.7 overall. 6th grade average score 4.5, 7th grade average score 4.8, and 8th grade average score 5.
- 3) During the 2014-15 school year, 100% of our students will be achieve grade level expectations on the mathematics portions as measured by the Florida Standards Assessment.

Result - FSA scores are not back yet, therefore we do not have data to evaluate this goal.

4) 8th grade-All eighth grade students will achieve a 3.0 or higher on the 2015 Spring Science FCAT.

Results - 88% of 8th graders scored a level 3 or higher on the FCAT Science test.

6th and 7th graders- All sixth and seventh grade students will achieve mastery (80%) on the quarterly Performance Matters assessments during the 2014- 2015 school year. All students will be proficient in grade level science expectations.

Results -

6th Grade - 23% > or = 80%, 52% > or = 70%, 84% > or = 60%

7th Grade - 66% > or = 80%, 84% > or = 70%, 93% > or = 60%.

5) Every class every day will provide STEM opportunities or relates materials back to Science, Technology, Engineering or Math.

Results - STEM activities happened weekly rather than daily. 42% of the classes had daily activity while the other 58% had weekly STEM activities. Monitoring these activities will be more structured this year and more team activities will be planned.

6) 100% of students are enrolled in an engineering course.

Results - 100% of students were enrolled in two semesters of engineering course work.

7) All students pass the seventh grade Civics EOC with a "C" or better. All students in Social Studies classes will use DBQ's in their curriculum and be familiar with comparing and contrasting text.

Results - 98% of students passed the Civics EOC and 100% of the social studies classes used DBQ's throughout the year.

8) ELMS will build positive relationships with families and local businesses in the community.

Results - ELMS has built positive relationships with families and local businesses in the community. ELMS PTA had 236 members this past year. ELMS with ELMS PTA hosted our 1st Annual Engineering Expo and the estimated attendance was approximately 750 students, parents, families and community members.

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

Professional Development - \$300

Science Lab Supplies - \$800

Student Planners - \$987

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

The SAC will review and approve the SIP

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

Review and approve the SIP. Each meeting will provide a learning opportunity for the department heads to share goals and their progress towards the action plan.

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.

Student Planner - AVID Strategies included, communication for parents, student-parent handbook -\$800

Professional Development - \$300

Enrichment Supplies for Classes - \$700

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 Karen	Last Name Huzar	Email Address huzark@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 14	# of Years at Current School 1.5
Certifications (if applicable) Principal K-12, Educational Leadership k-12, Biology 6-12			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

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

of instructional employees: 22

% receiving effective rating or higher: 95.4%

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 95.4%

% certified infield, pursuant to Section 1012.2315(2), F.S.: 95.4%

% ESOL endorsed: 68%

% reading endorsed: 4%

% with advanced degrees: 41%

% National Board Certified: 5%

% first-year teachers: 0%

% with 1-5 years of experience: 14%

% with 6-14 years of experience: 68%

% with 15 or more years of experience: 14%

PARAPROFESSIONALS

of paraprofessionals: 1

% 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 Middle School Academy of Engineering apply to Pinellas County Schools online through the district website. Applicants for positions are screened carefully prior to their hiring. Their certification, experience, transcripts and reference checks are reviewed and verified. Prospective teacher to East Lake Middle School Academy of Engineering are shown around campus in an effort to familiarize them with the environment, classrooms, and facilities. They meet with an administrator for information and discuss the goals of the school improvement plan. Once hired the administration and teachers work to create a climate that is positive and promotes an environment that promotes retention. Teachers, once hired, 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 Middle School Academy of Engineering, teachers meet in teams to review Florida standards to select targets for instructional improvement and lesson planning. Teachers gather data from common assessments to guide instructional decision making, and receive regular support members of the Professional Learning Community. Teams plan their own professional

development and ensure that lessons were 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 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 ELMS:

- Step 0 - Collect Data
- 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
Karen	Huzar	Principal
Melissa	Broner	Guidance Counselor
Millie	Tibma	Psychologist
Tom	Fisher	Social Worker
TBD		ESE Teacher

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

The School Based Leadership Team will meet once a month to discuss the progress of the goals included in the SIP. Members include administration, teachers, guidance counselors, curriculum technology specialist and support staff. Monitoring of our School Improvement Plan is also the primary function of the School Advisory Council at East Lake Middle School Academy of Engineering. The first meeting of the school year is devoted to a discussion of the data which was generated by the state Department of Education. The SBLT and SAC discuss Performance Levels Records that include FCAT Achievement Levels and Learning Gains that our students have come to us with. We will also discuss our remediation time dedicated to students that need extra help and our our plan to monitor these students.

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 which tracks the record of the students' performance record of increasing achievement throughout their school career. FOCUS is a data base follows individual student's cumulative history of grades, FCAT/ 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.

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

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 team shares information and processes with the School Based Leadership Team (SBLT) to further build capacity for problem solving. Through the ProEd facilitator at the school, additional training is held 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 by following the Florida Course Code and Descriptions. The courses offerings are broad and deep enough in scope to provide a wide range of student interest and abilities. Course offerings include Honors, Advanced and on grade level education. Teacher write goals and objective for lesson plans that are aligned to the Florida State Standards. A wide variety of elective options are available such as Chines, German, Spanish, business ed., music, PE/ health and gifted education. Also every student in our school takes a full year PLTW courses in engineering. This extra electives allows every student every year to receive a quality STEM education.

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 classrooms which are designed to the variety readiness levels, interests and learning profiles. of their students. It is a classroom where all students are included and can be successful. Based upon the student's individual needs, the teacher designs 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 all students.

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

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 apply learned knowledge, while the guided notes method appeared to be better for basic recall.[5]

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) is twice the size of the questions/key word column (on the left). The student should leave five to seven lines, or about two inches, at the bottom of the page.

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. Long sentences are avoided; symbols or abbreviations are used instead. To assist with future reviews, relevant questions (which should be recorded as soon as possible so that the lecture and questions will be fresh in the student's mind) or key words are written in the key word column. These notes can be taken from any source of information, such as fiction and nonfiction books, DVDs, lectures, text books, etc.

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.

When reviewing the material, the student can cover the note-taking (right) column while attempting to answer the questions/keywords in the key word or cue (left) column. The student is encouraged to reflect on the material and review the notes regularly.

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.

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

East Lake Middle School Teachers and Team Leaders

INSTRUCTIONAL STRATEGY #2

Strategy Type

All students will develop a research-based project.

Minutes added to the school year: _____

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

Completing a research-based project ensures mastery/quality because students are using inquiry-based learning to answer a question, as well as "choice" in the mode of presentation. When students are researching a topic of their choice, this greater involvement leads to deeper understanding.

- Teachers in core subject areas will integrate LAFS standards for literacy and writing.
- Teachers in language arts and social studies use a common rubric for assessing student work.
- Teachers in language arts utilize an online-writing platform designed to help students recognize plagiarism in their own work, and check for proper English conventions.
- Social studies teachers will continue to integrate LAFS for literary into their content areas via DBQs.

Provide a description of the strategy below.

AVID recommends these three steps for marking informational texts.

Number the paragraphs

Circle key terms

Underline the author's claims

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

1. Cornell Note-taking 100% of teachers will use Cornell Note-taking in their class, following the AVID Cornell Way method.
2. Utilize Core Connections All LA and reading teachers will utilize Core Connections in quarterly lessons. Core Connections lessons guide students to find accurate textual evidence and respond to literature via short and extended writing. Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading. Teachers will utilize our reading coach, Desrine Nation, for assistance and feedback in implementing these lessons.
3. Common Language All LA and reading teachers will use a common language for marking the text and responding to the text. This will also be given to grade level teams and strongly suggesting the use in all core content areas. The language arts/reading department has a guideline handbook.
4. Research-based project All core content area teachers will utilize textual evidence related to their content area. Project-based learning enhances reading comprehension and integrating of LAFS standards of writing, reading, and grammar.

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

East Lake Middle School Teachers

INSTRUCTIONAL STRATEGY #3

Strategy Type

The teachers will engage the students in close reading of complex text along with test-dependent questions perform tasks aligned to Language Arts Florida Standards.

Minutes added to the school year: _____

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

To increase the number of students meeting proficiency and to exceed the state proficiency rates.

Provide a description of the strategy below.

Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan text-dependent questions, close reading and skill/strategy based groups to implement during 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.

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

East Lake Middle School Teachers

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)?

To increase the number of students meeting proficiency and to exceed the state proficiency rates.

Provide a description of the strategy below.

Teachers will use common short and extended writing scales.

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

Teachers will use individual student assignments and also practice materials for standardized test in writing

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

East Lake Middle School Teachers

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.

Teachers share grade level curriculum maps with the next grade level. Overlapping and building each year makes transition easier for students. Eighth graders will build a 4 year plan for HS before the end of their 8th grade year.

COLLEGE AND CAREER READINESS

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

ELMS will use AVID strategies school-wide. Our goal is for our students to be college and career ready and to be able to compete in a global society. We realize it is not just about our students being ready for college or a career it is that they need to be able to compete, therefore we offer an education experience where we allow students to bring their own electronic device and we are creating unique ways to teach students how to use the technology that they already possess. In addition students will utilize college and career awareness platforms such as Career Cruising and Counselor Connect.

Describe how the school integrates vocational and technical education programs.

ELMS Academy of Engineering offers unique experiences for students to engage them in hands on activities in their engineering class. All students take the engineering elective and we view it as a core subject. ELMS also offers business education classes where students can earn Microsoft certification.

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.

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
Julie	Clampitt	Math Department Head	clampittj@pcsb.org
Sarah	Dobes	LA/Reading Department Head	dobess@pcsb.org
Sarah	DeTurk	SS Department Head	deturks@pcsb.org
Beth	Boland	Engineering Department Head	bolandb@pcsb.org
Katie	Connolly	Science Department Head	connollyk@pcsb.org
Jennifer	Hill	Elective Department head	hilljenn@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 collaborate 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), 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 ELMS students
 a. Cornell Notes

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 (%)

Students Scoring at or Above Achievement Level 4

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

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 (%)

Students Scoring at or Above Level 7

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

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 (%)

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

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

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 (%)

Students Scoring Proficient in Reading

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

Students Scoring Proficient in Writing

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

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			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

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.

100% of students will be proficient in finding textual evidence as measured by the FSA in Spring 2016.
WriteScore progress monitoring, FAIR, SRI

Provide possible data sources to measure your reading goal.

By June 2016, 100% of students will interact with multiple resources to formulate an evidence based opinion.

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
Strategy 1: All subject areas will closely read and analyze texts within their curriculum.	All teachers will use AVID strategies in class to help support all students.
Action 2	Plan to Implement Action 2
Strategy 2: All students will develop a research-based project.	Teachers are trained in AVID strategies. Modeling and continued PD will be ongoing throughout the year.
Action 3	Plan to Implement Action 3
All students that need intensive reading are scheduled for the class.	All student records were review by AP and guidance to ensure proper placement of students. AP and guidance counselor will continue closely monitor students progress through their assessments. A paraprofessional will also offer support to these classes through out the week.
Action 4	Plan to Implement Action 4
All content-area teachers will use research-based reading strategies in their subject areas to increase student reading comprehension.	100% of teachers have the reading endorsement or CAR-PD endorsement or will be completing the training within the year.

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 (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)**Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

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

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

WRITING GOAL

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

By June 2016, 80% of students will score a 3.5 or better on the FSA Writing Assessment.
Write Score will be an average of 5.5

Provide possible data sources to measure your writing goal.

WriteScore progress monitoring assessment.

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
Cornell Note Taking	100% of teachers will use Cornell Note-taking in their class
Action 2	Plan to Implement Action 2
Utilize Core Connections	All LA and reading teachers will utilize core connections in quarterly lessons.
Action 3	Plan to Implement Action 3
Common Language	All LA and reading teachers will use a common language for marking the text and responding of the text. This will also be given to grade level teams and strongly suggesting the use in all core content areas.
Action 4	Plan to Implement Action 4
Research Based Project	All core content area teachers will utilize textual evidence related to their content area.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section C****Area 3: Mathematics****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

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 (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)**Area 3: Mathematics**

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS**Area 3: Mathematics**

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

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

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

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

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

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

MIDDLE SCHOOL ACCLERATION**Area 3: Mathematics**

Middle School Participation in High School EOC

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

Middle School Performance on High School EOC

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

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)**Area 3: Mathematics**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	89	100

Students Scoring at or Above Achievement Level 4

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

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)**Area 3: Mathematics**

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 (%)

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.

During the 2015-16 school year, 100% of our students will be achieve grade level expectations on the mathematics portions as measured by the Florida Standards Assessment.

Provide possible data sources to measure your mathematics goal.

FCAT, Performance Matters, EOC, PCS Cycle Assessments

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
All teachers will plan and deliver math instruction aligned with the Florida Standards for Mathematics.	Strategy 1: Implement professional development aligned with Florida Standards (MAFS) within the mathematics department. Strategy 2: Gage student learning through formative assessments.
Action 2	Plan to Implement Action 2
Teachers will hold an Algebra & Geometry Boot Camp Review before state EOC.	Teachers will develop a collimating activity that parents and students attend to review before state EOC. Activity will most likely be held in April.
Action 3	Plan to Implement Action 3
All students that need remediation, receive an extra 40 minutes of week in a small group setting with the reading teacher.	Students in need of additional support will be pulled from their enrichment club 2X a week to receive additional support. This is a time that math teachers can have one on one time with students.
Action 4	Plan to Implement Action 4
All teachers will use AVID strategies in class to help support all students.	Teachers received PD during pre-school on AVID strategies. Modeling and continued PD will be ongoing throughout the year.

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section D

Area 4: Science

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

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

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	56	

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 4: Science

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

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

SCIENCE GOAL

Area 4: Science

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

8th grade-

All (100%) eighth grade students will achieve a 3.0 or higher on the 2016 Spring Science FCAT.

6th and 7th graders-

All sixth and seventh grade students will achieve mastery (80%) on the quarterly Performance Matters assessments during the 2015-2016 school year.

Provide possible data sources to measure your science goal.

FCAT, Performance Matters, PCS Cycle Assessments

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
School-Wide STEM activities throughout the year	All teachers have made grade level curriculum maps and have found opportunities to overlap, review and incorporate STEM activities into the standards they are teaching.
Action 2	Plan to Implement Action 2

Teachers regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use the data to gauge student mastery of the content. This will be done through STEM Science Projects in and outside of the classroom and Scales in the classroom.	All science classes will participate in school science projects/ investigations throughout the year. Students will show off their work at the Engineering Expo at the end of the year. Scales will be pasted in the interactive notebook. Scales will be reflected on by students.
Action 3	Plan to Implement Action 3
Students at the end of the school day will participate in Enrichment Clubs. Science clubs provide students with opportunities to write lab reports during inquiry-based science projects.	Various clubs will correlate with science and further at enrichment to science standards. Such as Science Olympiad, Robotics, STEM imagination, future cities, bones and muscles anatomy, environmental club, STEM Academy.
Action 4	Plan to Implement Action 4
During clubs on Wednesdays students will participate in School-Wide Academic Vocabulary. Students will also use supplemental texts, science teachers regularly include shorter, challenging, and technical passages that elicit close reading and re-reading. Teachers will use skills they learned in the NGCAR-PD class, the previous year, to help enrich literacy in the classroom.	Weekly lessons will teach students word stems and use academic rich vocabulary. Literacy strategies will be used in the classroom with the use of CPLAMS.

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

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

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

Participation in STEM-related Experiences Provided for Students

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

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

ELMS Academy of Engineering is a STEM school. Every class, every day provides STEM opportunities or relates materials back to Science, Technology, Engineering or Math. Students will increase their understanding of real word connections between math, science and engineering.

Provide possible data sources to measure your STEM goal.

Grade level curriculum map and the connections to STEM.
Number of different clubs offered supporting STEM targets.

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
All students will take an engineering elective.	100% of our students will take part in STEM activities as they will all be enrolled in an engineering year long elective. This class is uses PLTW curriculum.
Action 2	Plan to Implement Action 2

All teachers will incorporate STEM activities into their classrooms. Use of curriculum maps, and PLC collaboration to increase concept connections with math and science.	Teachers have had PD and time to plan to incorporate STEM activities into their weekly lessons. Continual PD and PLC meetings will ensure more cross-curricular and STEM activities are incorporated into daily lessons of all content areas.
Action 3	Plan to Implement Action 3
A variety of clubs supporting STEM	In-school club time allows 100% of the students to participate in an enrichment activity. The majority of these activities are STEM activities. We also have an after/before school clubs such as STEM Academy, Robotics, Future Cities, etc.
Action 4	Plan to Implement Action 4
Engineering Expo	School-Wide end of the year activity where students can show their work off to parents, fellow students, and the community.

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 (%)
	100	100

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 (%)
	12	

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
12	

Students Taking CTE Industry Certification Exams

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

Passing Rate for Students Who Take CTE Industry Certification Exams

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

CTE Program Concentrators

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

CTE Teachers Holding Appropriate Industry Certifications

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

100% of students are enrolled in an engineering course. There are also 2 additional courses that are offered in business education.
 80% of all engineering students will score 70% or higher on the end of course assessment.

Provide possible data sources to measure your CTE goal.

<p>FOCUS for enrollment data</p> <p>End of course exam</p> <p>Microsoft Certification test for business education</p>

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
All engineering students will demonstrate an increase in problem solving skills	Students will demonstrate their problem solving skills through hands on activities, and projects. These skills will be documented in their engineering notebooks.
Action 2	Plan to Implement Action 2
Some students elected to take an additional CTE course.	Students were scheduled for additional business education course.
Action 3	Plan to Implement Action 3
85% of engineering students will master the design process.	<p>Strategy 1: Lessons, Direct teaching, modeling, and hands on activities.</p> <p>Strategy 2: Students will use the design process to complete all projects.</p>
Action 4	Plan to Implement Action 4
School-Wide Academic Vocabulary	Weekly lessons will teach students word stems and use academic rich vocabulary.

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 (%)
	98	100

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 (%)

Students Scoring at or Above Achievement Level 4

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

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.

All students pass the EOC with a "C" or better. All students in Social Studies classes will use DBQ's in their curriculum and be familiar with

comparing and contrasting text.

Provide possible data sources to measure your social studies goal.

PCS Cycle Assessments & Performance Matters

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
Action 1-Teachers engage students in instructional activities that include higher order thinking skills and questioning to raise achievement levels.	Plan Strategy 1-Teachers include AVID strategies to support students achievement at all levels. Strategy 2-Teachers receive professional development with the development of learning goals and scales to support the inclusion of higher order thinking skills in the social studies content area.
Action 2	Plan to Implement Action 2
Teachers incorporate instructional activities that support student success with the LAFS within the Social Studies curriculum.	Social Studies teachers will continue to integrate LAFS for Literacy into the social studies content via Document Based Questions (DBQ) Project materials.
Action 3	Plan to Implement Action 3
Social Studies teachers will utilize data to develop scaffolding to students and for the development of differentiated instructional practices to increase student achievement.	Strategy 1-Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of the course content. Strategy 2-Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting. Strategy 3-Teachers will receive professional development around tracking student data based on the instructional needs identified through the creation of learning goals and scales and progress monitoring assessments.
Action 4	Plan to Implement Action 4
All teachers will use AVID strategies in class to help support all students.	Teachers received PD during pre-school on AVID strategies. Modeling and continued PD will be ongoing throughout the year.

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6			
Grade 7			
Grade 8			

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 6			
Grade 7			
Grade 8			

SUSPENSIONS

Area 8: Early Warning Systems

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6			
Grade 7			
Grade 8			

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6			
Grade 7			
Grade 8			

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 6			
Grade 7			
Grade 8			

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 6			
Grade 7			
Grade 8			

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 6			
Grade 7			
Grade 8			

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 6			
Grade 7			
Grade 8			

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6			
Grade 7			
Grade 8			

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6			
Grade 7			
Grade 8			

RETENTIONS

Area 8: Early Warning Systems

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6			
Grade 7			
Grade 8			

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 6			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7			
Grade 8			

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6			
Grade 7			
Grade 8			

Students in 6th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

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

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 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

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 Middle School does not have any students that multiple early-warning indicators.

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 (%)
Based on the end-of-the-year ODR analysis there does not appear to be a significant discrepancy between our Black students and non-Black students. However, we keep a goal sheets on all students and check in with struggling students. We meet weekly with any struggling students and provide, tutoring, Extend Learning time, enrichment classes, and one on one guidance as needed.			

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).

ELMS has overwhelming amount of parent support.

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.

ELMS feels one of the most important ways to keep positive relationships with families is by keeping up communication. ELMS has a website where parents can visit to look up information. A Monthly newsletter will be distributed, which will have articles from , guidance, clubs, Community Involvement and much more. Teachers will keep up communications in a variety of ways from send home notes in the planner to sending texts from Remind 101. All students will be given mid-quarter progress report.

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.

Our local community is very excited to have a middle school finally added to our area. With that being said we have already been contacted by some local businesses to help support our students in need of supplies. We will look to build community partners with many other companies and organizations.

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 (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation. Bronze Level in 0 out of 6 of the HSP Assessment Modules		0% of HSP Assess +	1 out of 6 of the +

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 Research based strategies from the LLT Industry training Book Studies Strategy Walks Data Walls and effective use of Data
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 Middle School Academy of Engineering 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
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional development, conferences, materials, technology ELP funds AVID materials Curriculum materials not funded from another source. Student Planners
Description of Resources	Model School, Educational vendors, ASCD, Advanced Placement, FOCUS, AVID and other district and non-district trainings. Curriculum materials that is not funded through another source. Student planners.
Funding Source	State and district funding
Amount Needed	\$2,000.00

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	Other:
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?	

<p>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.</p>	
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8-Step Planning and Problem-Solving Process

